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ABSTRACT

The Georgia Criterion Referenced Tests (GCRT), tests of basic skills, administered to Georgia students in grades four, eight, and ten measure competency in reading and mathematics. Results are reported for students in Atlanta and throughout the state. The reading and mathematics objectives were organized into skill areas. Atlanta students scored considerably lower than students throughout Georgia on all objectives and at all grade levels tested. However, Atlanta students showed gains which surpassed those made by students statewide. The gains in mathematics were greater than the gains in reading. Reading performance exceeded mathematics performance for all Georgia students. Minimum passing scores had not been determined at the time of this study. From the results of this administration, it can be expected that a larger proportion of Atlanta students will be affected by minimum passing scores than other students statewide. (DWH)

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RESULTS OF THE GEORGIA STATEWIDE TESTING PROGRAM FOR THE ATLANTA PUBLIC SCHOOLS 1981

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TM 820 285

Carole McCarson
Division of Research, Evaluation, and Data Processing
Atlanta Public Schools
July, 1981

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INTRODUCTION

The Georgia State Department of Education administers criterion-referenced tests to all fourth, eighth, and tenth grade students enrolled in public schools throughout Georgia. The testing program was initiated in the spring of 1976 with the administration of criterion-referenced tests in reading, mathematics, and career development to students in grades 4 and 8. The program was extended to include reading and mathematics tests for tenth grade students in 1978.

Several changes have occurred since the program was originally implemented. A new form of the Grade 8 reading and mathematics tests was administered in the spring of 1980. This year both grade 4 and grade 10 tests were revised.

The content covered by the revised fourth grade tests remained unchanged as well as the number of objectives. The relative emphasis given to certain objectives and the criterion levels for determining mastery of the objectives were changed, however. The revisions were made to reflect the changes in emphases and levels of performance that were occurring in classrooms throughout Georgia.

The test administered in 1981 to tenth grade students was developed in response to the State School Board Policy IHF, which pertains to revised statewide graduation requirements. The new test, referred to as the Basic Skills Test, measures competency in reading and mathematics. An additional area of problem solving is measured as a sub-skill of both reading and mathematics. Although performance on the test is reported, no "cut-off" score or minimum passing score has been determined at this time.

This report presents the results of the testing programs at the three grade levels. In addition to the results for Atlanta students, results also are presented for students throughout Georgia, and in some instances for students in the Metropolitan Educational Planning District (Metro EPD).[1] Longitudinal results are provided only for the Grade 8 tests, as it was the only one which has been administered for two consecutive years.

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[1] The Metro EPD includes Atlanta City, Cobb County, Fulton County, Gwinnett County, DeKalb County, Douglas County, Clayton County, Rockdale County, Marietta City, and Decatur City.

FOURTH GRADE RESULTS

The 20 reading and 20 mathematics objectives measured by the Grade 4 Georgia Criterion-Referenced Tests (GCRT) are presented in Tables 1 and 2.

Comparison of Reading and Mathematics Performance

The percent of students in Atlanta and throughout Georgia who demonstrated mastery of each reading and mathematics objective is given in Table 3. From the line indicating overall achievement by objective, it can be noted that students in Atlanta as well as throughout Georgia performed better on the reading subtest than on the mathematics subtest.[2] Moreover, students throughout Georgia scored higher than Atlanta students on both the reading and mathematics subtests.

Range of Mastery Levels

The performance of Atlanta students on the reading objectives ranged from a low of 40 percent mastery on Objective 13 (identifying fact and opinion) to a high of 90 percent mastery on Objective 2 (identifying sounds of consonants). The range for students statewide was from a low of 53 percent mastery, also on Objective 13, to 95 percent mastery on Objectives 2 and 8 (selecting verbs, adjectives to complete sentences).

In mathematics, the levels of mastery for Atlanta students ranged from 39 percent on Objective 14 (stating the relation between points or geometric figures) to 78 percent mastery on Objective 1 (showing that the number of objects in one set is the same as the number in another set). The statewide performance ranged from 56 to 91 percent mastery, also on Objectives 14 and 1.

Ranking of Objectives

Generally, the objectives on which Atlanta students scored highest also were the ones with the highest performance statewide. Also, the lowest percent of mastery occurred for the same objectives in Atlanta and throughout Georgia. A similar trend was reported in 1980.[3]

The finding reported in 1980, that the difference between the Atlanta and Georgia percent mastery tended to be less on the objectives with the highest levels of performance and greater on the objectives with the lowest levels of performance, did not hold for the 1981 results. This inconsistency may be related to the new form of the test or perhaps to increased attention given to specific reading and mathematics objectives by Atlanta teachers during FY '81.

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[2] This finding is inconsistent with the 1980 and 1981 California Achievement Tests results as well as the 1975-79 Iowa Tests of Basic Skills results. On these tests, scores for Atlanta students tended to be higher on mathematics than on reading subtests.

[3] Results of the Georgia Criterion-Referenced Testing Program for the Atlanta Public Schools, 1980.

Longitudinal Results

It is difficult to make a longitudinal assessment of the fourth grade test results since a new form was administered in 1981. A limited comparison can be made, however, by noting the relative standing of Atlanta students to students statewide.

For example, in 1981 on the reading subtest, there were only two objectives on which the difference in performance levels between Atlanta students and students statewide exceeded 15 percentage points (Objectives 18 and 9), whereas in 1980 the difference between Atlanta students and students throughout Georgia exceeded 15 percentage points on 12 objectives.

A similar improvement occurred on the mathematics subtest. In 1980, the performance levels for Atlanta and Georgia differed by 20 percentage points or more on 10 objectives. In 1981 there was only one objective on which the difference between the two groups was that great.

Skill Areas

The 20 reading and mathematics objectives are grouped into six skill areas. The groupings of objectives into skill areas are shown as column headings in Tables 5 and 6. The performance by skill area is shown in Table 4.

From Table 4 it can be seen that the highest level of performance for Atlanta and Georgia on the reading skills occurred for Vocabulary.[4] Throughout Georgia, 92 percent of the fourth grade students demonstrated mastery of the Vocabulary objectives compared to 81 percent of the fourth graders in Atlanta.

The lowest level of performance for Atlanta and Georgia occurred on Study Skills. Almost two-thirds of students statewide demonstrated mastery of that skill area, whereas fewer than one-half of Atlanta students mastered the Study Skills objectives.

In mathematics, the highest level of performance was on Relations and Functions for both Atlanta and Georgia. Statewide, 85 percent of the students demonstrated mastery of that skill area compared to 75 percent of Atlanta students.

The lowest level of performance was in the area of Measurement for Atlanta students. Only about one-half of Atlanta students demonstrated mastery of that skill area compared to more than 70 percent of the students throughout Georgia.

The lowest level of performance statewide was in the skill area of Geometry. Except for Measurement, it was the lowest skill area for Atlanta students as well.

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[4] This finding also is surprising in light of other reported data. Atlanta students scored lower on vocabulary than comprehension subtests on the California Achievement Tests in 1980 and 1981 as well as on the Iowa Tests of Basic Skills. In addition, Atlanta seniors taking the SAT scored lower on vocabulary than comprehension.

Other Comparisons

Reprints from the State Department of Education's report appear as Tables 5 through 8. Reading results by schools are given in Table 5; mathematics results by schools appear in Table 6. The relative performance of Atlanta, Metro EPD, and Georgia on the reading objectives is provided in Table 7. The corresponding comparisons for the mathematics objectives are given in Table 8.

TABLE 1

GEORGIA CRITERION-REFERENCED TESTS (GCRT)
GRADE 4 READING OBJECTIVES

No.	Objective
1	Distinguishes between sentence fragments and complete sentences.
2	Identifies sounds of beginning consonants or two-letter combinations of consonants.
3	Identifies the sounds of long vowels and of short vowels in one- and two-syllable words.
4	Identifies number of syllables in a word and divides words into syllables.
5	Identifies sounds that vowels have when they appear before "L," "W," and "R," and distinguishes between the two different sounds of "C" and "G."
6	Selects the appropriate words such as "here," "under," "beside," "around," "above" to indicate position or location.
7	Identifies contractions and abbreviations and the words they represent.
8	Selects appropriate verbs or adjectives which complete sentences.
9	Selects appropriate meaning for the following word endings: "S," "ES," "IES," "ING," "ED," "LY," "ER," and "EST."
10	Recognizes simple vocabulary words instantly when seen, without having to analyze them in order to pronounce them.
11	Matches symbols and pronouns to the things, ideas, or persons that they represent.
12	Reads short selections and identifies the main idea and supporting details.
13	Reads short selections and identifies which statements are facts, and which express the writer's opinions.
14	Arranges groups of objects or ideas into simple categories.
15	Arranges words in order, from the most general to the most specific.
16	Reads a simple selection, identifies "heroes," "villains," other main characters, and the setting.
17	Distinguishes between the obvious (literal) and implied (figurative) meanings in simple statements.
18	Alphabetizes words according to the first two letters, and uses dictionaries and tables of contents to locate specific information.
19	Reads and comprehends a simple passage and draws conclusions, recognizes cause and effect relationships and/or the sequence of events.
20	Recognizes the correct use of basic punctuation marks and recognizes how punctuation can change the meaning of a sentence.

TABLE 2

GEORGIA CRITERION-REFERENCED TESTS (GCRT)
GRADE 4 MATHEMATICS OBJECTIVES

No.	Objective
1	Shows that the number of objects in one set is the same as or is not the same as the number in another set; counts by ones, twos, threes, fives, tens, hundreds.
2	Expresses names of numbers, including whole numbers, fractions and decimal fractions, in various ways.
3	Reads and writes names of numbers up through one million.
4	Tells which arithmetic operation is appropriate to a given problem situation.
5	Recalls any of the addition and subtraction facts, and any of the multiplication and division facts through products to 50.
6	Applies and recognizes use of the properties of numbers and properties of operations without emphasis on the use of words.
7	Adds and subtracts with numerals up to four digits (with regrouping).
8	Multiplies a three-digit number, and divides a three-digit number by a one-digit number (with or without remainder).
9	States the relations of a given set of elements; states pairs of elements for a given relation.
10	Sorts and classifies objects by similarities or differences.
11	Makes diagrams, tables, graphs, or other written records of relations (ordered pairs).
12	Names and identifies standard geometric shapes.
13	Selects from given geometric shapes a shape which matches one that has been turned around, flipped over, moved sideways, stretched or shrunk.
14	States the relation between points or between geometric figures, such as points inside or outside a closed curve or a line parallel to another line.
15	Selects a unit of measure appropriate to a situation in which time, weight, length, area, volume, temperature, or money is measured.
16	Finds to the nearest number of units a measurement of time, weight, length, area, volume, temperature, or money.
17	Makes estimates of measurements and makes comparisons.
18	Collects information and makes tables, charts, and graphs of data gathered.
19	Reads tables, charts, and graphs of information and draws inferences from the information.
20	Specifies outcomes that are more likely, less likely, equally likely, or not likely to occur, from a given set of possible outcomes.

TABLE 3

PERFORMANCE BY OBJECTIVE
GRADE 4 READING AND MATHEMATICS, 1981

Objectives	Percent of Students Achieving Each Reading Objective		Percent of Students Achieving Each Mathematics Objective	
	Atlanta	Georgia	Atlanta	Georgia
1	75	80	78	91
2	90	95	67	82
3	75	86	53	66
4	78	86	50	68
5	65	80	72	86
6	79	90	54	66
7	73	85	65	81
8	86	95	45	59
9	51	72	75	84
10	81	92	74	83
11	46	59	76	88
12	70	84	58	73
13	40	53	66	79
14	76	90	39	56
15	74	79	43	65
16	53	65	56	71
17	70	85	62	78
18	49	66	66	80
19	62	77	61	78
20	53	62	73	78
Overall Achievement by Objective	67.3	79.0	61.6	75.6

TABLE 4

PERFORMANCE BY SKILL AREA
GRADE 4 READING AND MATHEMATICS, 1981

Percent of Students Achieving Objectives in Each Reading Skill Area		
Skill Areas	Atlanta	Georgia
Vocabulary	81.00	92.00
Word Recognition	71.80	83.80
Comprehension	59.00	72.80
Language Usage	67.67	78.50
Classification	75.00	84.50
Study Skills	49.00	66.00
Overall Achievement (by Skill Area)	67.25	79.60

Percent of Students Achieving Objectives in Each Mathematics Skill Area		
Skill Areas	Atlanta	Georgia
Sets, Numbers Numeration	66.00	79.66
Operations, Properties, Number Theory	57.20	72.00
Relations, Functions	75.00	85.00
Geometry	54.33	69.33
Measurement	53.67	71.33
Probability, Statistics	66.67	78.66
Overall Achievement (by Skill Area)	62.15	75.99

GEORGIA CRITERION-REFERENCED TESTS

TABLE 5

PERCENT OF STUDENTS ACHIEVING OBJECTIVES

FOR ATLANTA CITY

GRADE 4 READING SPRING 1981

AREA TESTED	LANGUAGE USAGE (-- 1,6,7,8,11,20 --)						WORD RECOGNITION (---- 2-5,9 ----)					VOCABULARY (10)	COMPREHENSION (12,13,16,17,19)					CLASSIFICATION (14,15)		STUDY SKILLS (18)	NUMBER TESTED
OBJECTIVE NUMBER	1	6	7	8	11	20	2	3	4	5	9	10	12	13	16	17	19	14	15	18	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
ATLANTA CITY	75	79	73	86	46	53	90	75	78	65	51	81	70	40	53	70	62	76	74	49	5436
A D WILLIAMS ELEMENT	68	79	57	85	23	45	85	43	70	49	32	85	57	15	45	57	51	72	66	21	47
A F HERNDON ELEM	66	72	63	82	39	46	84	73	65	56	39	73	62	37	49	58	57	72	77	48	79
ADAMSVILLE ELEMENTAR	96	92	97	98	73	71	97	89	91	80	58	95	86	58	78	89	82	88	80	73	91
ANDERSON PARK	83	83	83	81	51	68	92	83	78	69	58	86	66	51	56	78	71	78	83	58	59
ARKWRIGHT ELEMENTARY	81	81	58	86	47	37	88	63	79	65	44	86	74	40	58	65	72	70	81	51	43
BEECHER HILLS	80	88	86	96	52	71	88	74	87	71	57	91	87	52	61	84	62	83	77	64	69
BEN HILL	90	78	78	84	47	57	94	78	79	66	57	88	74	46	53	81	65	82	81	54	68
BENTEEN ELEMENTARY	89	79	74	89	47	32	95	79	63	53	53	89	63	26	58	68	53	68	74	37	19
BETHUNE ELEMENTARY	85	76	78	83	49	56	92	75	75	71	58	78	66	39	54	73	56	63	83	51	59
BLAIR VILLAGE ELEMEN	73	82	42	85	27	48	97	64	70	67	45	82	64	30	45	61	64	82	73	55	33
BLALOCK ELEM	60	71	62	78	43	35	83	67	73	60	22	76	57	8	40	54	35	62	59	22	63
BOYD ELEMENTARY	66	55	60	70	30	32	85	66	64	43	32	68	47	26	45	49	40	62	74	36	47
BRANDON ELEMENTARY	71	81	89	96	64	62	93	84	85	79	64	88	81	56	70	86	84	84	78	56	73
BREWER ELEM	66	72	76	86	41	48	97	62	66	55	55	79	59	31	55	72	52	86	62	45	29
BURGESS ELEMENTARY	34	66	42	82	24	39	84	74	55	50	39	71	53	16	16	53	29	58	55	34	38
C M PITTS	61	68	52	75	14	36	90	65	64	47	35	66	61	22	34	53	33	66	72	25	92
CAMPBELL ELEM	71	67	69	82	33	27	92	59	63	53	22	67	45	16	25	41	35	45	78	27	51
CAPITOL VIEW ELEMENT	83	79	74	77	15	57	79	77	74	45	32	77	66	36	45	70	57	62	66	36	47
CARTER ELEM	87	59	73	76	55	30	92	61	72	61	28	61	65	38	46	56	52	73	85	37	71
CASCADE ELEM	79	88	79	92	44	52	94	75	73	75	54	90	77	38	56	81	69	81	79	50	48
CENTER HILL	61	58	44	64	14	25	67	47	56	42	25	64	47	8	25	47	33	50	53	22	36
CHATTAHOOCHEE ELEM	71	87	74	97	29	71	97	90	74	71	58	87	84	35	42	77	77	94	74	35	31
CLEMENT ELEMENTARY	73	61	50	68	9	34	64	41	66	50	23	73	39	11	23	45	32	52	43	23	44
CLEVELAND ELEM	73	84	81	90	54	58	91	84	82	66	54	82	75	38	56	77	64	78	69	48	125
COLLIER HEIGHTS	87	79	67	84	51	63	92	80	84	72	57	88	75	51	54	76	62	83	79	55	92
CONNALLY ELEM	91	91	91	96	72	86	94	83	93	79	71	89	88	67	76	84	83	85	92	70	106
CONTINENTAL COLONY	75	86	74	91	58	56	88	75	85	70	61	86	81	37	58	76	68	84	72	55	93
CRADDOCK	83	89	75	89	36	39	94	92	92	53	53	83	67	44	61	81	78	83	81	50	36
D H STANTON ELEMENTA	54	67	58	69	21	31	75	57	61	49	33	64	54	19	36	47	38	49	61	22	72
DEAN RUSK	89	84	71	82	63	82	100	82	89	87	76	87	84	61	92	92	74	82	92	66	38
DOBBS ELEM	49	65	53	78	33	43	86	67	63	55	31	76	49	18	29	45	47	73	59	22	49
DREW	81	74	66	86	42	60	96	70	76	71	58	86	75	57	54	82	74	73	71	63	91
DUNBAR ELEMENTARY	91	81	84	94	58	83	91	89	88	93	67	85	79	63	79	86	77	72	94	63	81
EAST LAKE ELEMENTARY	81	83	81	85	49	53	91	68	77	64	57	79	77	43	55	72	60	81	75	45	53
ED S COOK ELEM	58	67	63	75	36	31	88	78	73	52	25	61	50	19	39	48	44	70	59	23	64
ENGLISH AVENUE ELEME	64	62	54	71	16	33	87	54	67	58	20	74	48	16	39	49	46	59	49	36	69
F A TOOMER ELEMENTAR	81	81	74	93	46	93	98	67	76	70	69	91	72	44	52	83	76	78	89	69	54
F L STANTON	65	74	63	84	49	49	84	72	65	53	35	79	47	12	51	72	53	72	63	37	43
FAIN ELEMENTARY	64	68	63	86	36	36	84	68	77	64	46	84	66	25	50	61	52	75	59	43	56
FICKETT ELEMENTARY	79	89	77	95	45	45	89	83	79	73	73	91	77	42	68	80	70	85	79	50	66
FOWLER STREET ELEMEN	46	49	49	69	8	15	74	44	62	28	23	59	41	18	23	36	31	49	51	21	39
G A TOWNS ELEMENTARY	59	67	55	78	34	49	85	74	70	61	46	80	60	24	52	62	56	74	74	39	82
GARDEN HILLS	90	87	88	93	73	72	95	90	92	87	75	97	83	50	70	85	77	88	72	67	60
GIDEONS ELEMENTARY	78	86	77	92	42	48	97	74	81	58	41	87	80	52	56	73	69	79	85	57	86
GROVE PARK	88	82	82	80	59	75	90	57	78	55	63	80	80	35	39	61	59	71	67	61	51

GEORGIA CRITERION-REFERENCED TESTS

PERCENT OF STUDENTS ACHIEVING OBJECTIVES

FOR ATLANTA CITY

GRADE 4 READING SPRING 1981

CODE 761

AREA TESTED	LANGUAGE USAGE (-- 1,6,7,8,11,20 --)						WORD RECOGNITION (---- 2-5,9 ----)					VOCABULARY (10)	COMPREHENSION (12,13,16,17,19)					CLASSIFICATION (14,15)		STUDY SKILLS (18)	NUMBER TESTED
OBJECTIVE NUMBER	1	6	7	8	11	20	2	3	4	5	9	10	12	13	16	17	19	14	15	18	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
HARPER ELEMENTARY	81	90	81	100	55	61	90	71	87	61	68	90	74	42	58	90	61	97	81	58	31
HARRIS ELEM	93	80	71	80	37	41	95	71	85	66	59	73	80	44	41	66	66	73	66	54	41
HARWELL ROAD ELEM	80	86	75	91	51	48	93	75	81	62	45	82	65	42	49	71	58	73	74	47	85
HOME PARK ELEMENTARY	87	90	95	92	54	46	100	85	79	79	64	95	79	56	64	82	79	92	85	44	39
HOWELL MINNIE S	64	79	72	89	50	38	93	85	88	67	49	86	76	38	53	78	74	83	69	57	72
HUBERT ELEMENTARY	80	80	77	87	47	57	87	73	80	60	50	83	57	40	47	53	63	77	73	43	30
HUMPHRIES ELEMENTARY	60	71	59	88	37	47	86	64	68	48	39	69	56	27	42	59	49	62	50	46	90
HUTCHINSON	86	86	86	93	41	52	97	76	86	55	48	79	79	28	83	72	66	83	83	59	29
J JONES ELEM	73	82	76	85	27	42	97	70	85	52	42	88	76	21	33	70	48	70	76	48	33
JACKSON ELEM	83	93	94	97	74	80	100	97	93	88	81	96	88	71	72	91	87	96	81	75	69
JOHN B GORDON	78	80	74	89	57	67	87	89	80	76	57	91	78	50	54	85	76	83	83	54	46
JOHN CAREY	76	80	81	87	54	46	91	59	74	44	31	85	69	35	44	59	65	81	91	33	54
JOHN HOPE	75	59	64	85	25	58	90	73	76	56	44	73	58	27	34	53	54	54	71	37	59
KIRKWOOD ELEMENTARY	65	74	65	89	44	48	90	73	73	56	45	69	52	42	45	61	55	69	76	35	62
L O KIMBERLY	67	75	62	87	46	39	89	67	73	54	50	74	57	33	49	64	53	72	63	40	121
L P MILES ELEMENTARY	79	80	77	89	55	56	91	72	73	71	47	81	68	39	53	73	69	83	79	49	75
LAKEWOOD ELEMENTARY	93	85	76	89	54	61	91	80	78	65	57	96	80	46	61	83	72	83	78	65	46
M A JONES	75	79	71	88	38	43	82	84	73	59	55	75	68	23	43	61	64	73	66	43	56
MARY LIN	72	83	86	97	55	52	93	72	86	66	59	86	72	59	79	83	86	86	86	59	29
MCGILL ELEMENTARY	49	59	45	76	20	20	65	49	65	35	29	63	37	16	31	31	20	57	55	18	51
MITCHELL ELEMENTARY	78	81	78	88	61	53	97	92	80	71	56	86	76	51	59	83	76	85	59	59	59
MORELAND ELEM	64	79	67	85	36	41	90	79	72	59	49	69	64	36	54	64	67	74	67	49	39
MORNINGSIDE	55	82	69	86	52	53	94	81	72	73	55	83	70	47	58	69	63	77	72	58	103
OGLETHORPE ELEMENTAR	81	90	83	92	61	68	100	86	88	76	68	88	83	51	59	76	73	88	88	66	59
PEEPLES ELEM	78	89	74	93	63	63	96	78	89	67	78	85	85	56	44	89	67	85	81	63	27
PERKERSON	97	91	91	91	67	67	97	82	91	82	64	85	85	39	73	91	82	88	79	67	33
PETERSON	70	89	70	88	41	50	86	77	80	64	47	86	72	41	53	69	67	78	80	53	64
PEYTON FOREST ELEMEN	89	94	98	96	68	72	99	95	91	91	79	95	88	53	75	90	80	99	90	72	81
PRYOR ELEMENTARY	55	80	65	95	50	45	95	75	70	55	55	70	85	25	55	80	85	70	65	25	20
RAGSDALE ELEMENTARY	75	75	75	87	49	47	83	72	83	57	48	84	61	31	49	67	48	79	64	43	75
REYNOLDS ELEMENTARY	81	95	71	100	29	43	100	86	90	57	81	95	81	43	67	81	81	100	95	62	21
RIVERS	91	85	81	89	60	66	96	77	87	81	70	87	77	49	64	75	70	85	83	62	53
SARAH R SMITH ELEM	88	87	88	99	75	94	99	97	97	84	78	93	88	72	82	94	81	100	87	73	67
SCOTT ELEMENTARY	54	61	62	69	28	43	74	64	69	43	23	67	44	39	23	52	39	49	66	43	61
SLATER	56	69	65	77	29	36	83	62	76	42	33	67	56	21	37	53	54	72	68	44	78
SLATON	89	86	69	89	34	57	97	71	80	60	54	80	86	29	57	66	71	80	77	57	35
SYLVAN HILLS ELEMENT	82	68	74	98	44	58	90	78	76	58	54	84	72	46	64	70	62	76	58	50	50
T J GUICE ELEMENTARY	66	89	82	84	55	55	86	77	82	66	50	89	64	39	41	64	59	77	70	48	44
THOMASVILLE HEIGHTS	95	93	82	94	59	69	92	76	93	85	61	89	86	61	74	88	70	86	82	57	88
VENETIAN HILLS	72	74	68	87	50	57	87	73	75	66	52	79	74	25	49	75	60	73	62	51	101
WALTER WHITE SCHOOL	91	87	81	98	64	72	91	81	89	83	72	91	81	77	77	87	77	87	91	64	47
WATERS	86	82	69	81	35	32	87	74	77	65	51	78	69	40	45	68	52	77	58	45	77
WEST	80	92	80	96	48	52	100	84	88	80	68	96	92	48	80	76	80	80	92	56	25
WEST ATL	70	46	48	83	22	30	74	70	61	52	17	57	35	17	22	26	30	35	61	13	23
WEST MANOR ELEMENTAR	65	91	87	93	62	40	95	93	89	73	65	89	75	49	64	80	69	91	82	58	55
WHITEFOORD ELEMENTAR	47	57	60	70	28	30	74	70	68	49	26	81	53	21	32	55	43	62	62	40	47

GEORGIA CRITERION-REFERENCED TESTS

PERCENT OF STUDENTS ACHIEVING OBJECTIVES — CODE 761

FOR ATLANTA CITY — PAGE 03

GRADE 4 READING — SPRING 1981

AREA TESTED	LANGUAGE USAGE (-- 1,6,7,8,11,20 --)						WORD RECOGNITION (---- 2-5,9 ----)					VOCABULARY (10)	COMPREHENSION (12,13,16,17,19)					CLASSIFICATION (14,15)		STUDY SKILLS (18)	NUMBER TESTED
OBJECTIVE NUMBER	1	6	7	8	11	20	2	3	4	5	9	10	12	13	16	17	19	14	15	18	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
WOODSON ELEMENTARY	81	84	87	89	48	70	92	90	84	82	58	91	87	58	62	77	75	83	89	64	99
WRIGHT	84	89	75	95	64	66	98	68	84	68	73	86	77	64	64	89	73	93	84	59	44
METRO EPD	82	89	84	94	62	64	95	87	86	80	73	92	85	57	69	86	79	89	80	68	26314
GEORGIA	80	90	85	95	59	62	95	86	86	80	72	92	84	53	65	85	77	90	79	66	80123

GEORGIA CRITERION-REFERENCED TESTS

TABLE 6

PERCENT OF STUDENTS ACHIEVING OBJECTIVES

FOR ATLANTA CITY

GRADE 4 MATHEMATICS SPRING 1981

AREA TESTED	SETS, NUMBERS, NUMERATION			OPERATIONS, PROPERTIES NUMBER THEORY					RELATIONS, FUNCTIONS			GEOMETRY			MEASUREMENT			PROBABILITY STATISTICS			NUMBER TESTED
OBJECTIVE NUMBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
ATLANTA CITY	78	67	53	50	72	54	65	45	75	74	76	58	66	39	43	56	62	66	61	73	5431
A D WILLIAMS ELEMENT	72	66	30	36	53	32	34	32	70	74	64	66	49	36	23	47	38	43	55	74	47
A F HERNDON ELEM	73	65	49	43	71	49	51	39	78	70	75	65	63	25	33	56	52	56	47	75	79
ADAMSVILLE ELEMENTAR	92	80	79	74	87	77	81	53	92	100	93	84	93	67	65	75	73	90	91	86	91
ANDERSON PARK	83	83	76	61	78	59	85	58	85	76	83	63	63	64	64	68	75	71	83	78	59
ARKWRIGHT ELEMENTARY	86	84	53	53	86	60	93	58	79	65	79	60	60	28	53	56	70	63	79	70	43
BEECHER HILLS	91	59	55	57	74	38	75	39	71	70	75	51	68	26	51	55	62	74	59	84	69
BEN HILL	85	69	59	54	81	60	78	50	90	78	88	62	74	37	47	60	66	75	66	82	68
BENTEEN ELEMENTARY	79	53	42	47	79	37	47	37	79	68	68	53	74	26	37	26	74	63	58	68	19
BETHUNE ELEMENTARY	69	54	63	59	69	58	56	53	73	81	68	44	58	32	39	59	63	76	68	71	59
BLAIR VILLAGE ELEMEN	61	55	42	27	39	61	27	15	70	67	67	24	42	12	21	33	52	64	45	64	33
BLALOCK ELEM	63	40	27	30	62	41	40	29	56	68	52	41	57	22	27	35	37	40	37	63	63
BOYD ELEMENTARY	66	51	38	32	57	49	53	21	62	55	66	43	49	21	26	49	36	49	49	53	47
BRANDON ELEMENTARY	86	84	59	68	84	67	75	60	78	78	81	74	78	56	60	70	74	77	79	59	73
BREWER ELEM	76	72	38	38	86	45	24	24	79	72	79	41	62	14	34	41	55	48	34	59	29
BURGESS ELEMENTARY	47	42	18	18	37	24	47	16	45	50	50	37	37	5	26	34	32	39	42	39	38
C M PITTS	61	58	26	39	51	41	40	32	64	73	60	43	61	27	24	43	42	55	57	65	92
CAMPBELL ELEM	63	27	53	20	55	45	57	37	67	69	53	53	47	12	24	59	37	57	51	82	51
CAPITOL VIEW ELEMENT	79	51	26	38	43	40	60	19	60	64	74	51	60	34	26	38	47	57	49	70	47
CARTER ELEM	77	55	55	44	63	58	52	54	83	75	73	55	55	34	52	63	66	69	68	69	71
CASCADE ELEM	88	65	54	54	69	46	75	44	77	83	88	65	65	50	46	58	56	65	58	77	48
CENTER HILL	61	61	42	28	50	28	50	28	56	61	58	31	42	11	17	28	25	44	33	56	36
CHATTAHOOCHEE ELEM	84	71	61	55	84	77	68	42	81	77	87	61	65	35	58	55	74	71	42	84	31
CLEMENT ELEMENTARY	45	36	23	23	59	27	39	18	57	48	43	32	43	11	16	30	41	39	25	55	44
CLEVELAND ELEM	80	63	45	41	82	37	59	41	72	76	73	55	62	31	37	55	60	65	57	70	123
COLLIER HEIGHTS	86	79	61	50	70	50	72	45	7[illegible]	87	87	66	70	54	58	64	72	72	67	72	92
CONNALLY ELEM	90	88	70	73	82	70	96	74	74	88	93	88	78	61	73	72	75	83	87	86	106
CONTINENTAL COLONY	91	73	48	55	81	51	71	53	74	76	80	65	68	43	55	66	67	70	71	67	93
CRADDOCK	78	64	64	67	81	53	78	28	78	58	75	58	86	42	44	75	78	75	50	81	36
D H STANTON ELEMENTA	67	43	28	26	74	49	68	42	74	61	60	46	61	31	19	42	38	47	42	60	72
DEAN RUSK	87	76	74	74	87	76	76	63	100	100	92	76	97	61	68	71	89	84	92	84	38
DOBBS ELEM	63	59	22	24	59	22	55	24	57	55	61	24	45	24	12	47	39	47	43	53	49
DREW	84	77	63	64	67	62	77	59	84	88	75	67	84	63	53	73	73	74	86	88	91
DUNBAR ELEMENTARY	86	91	80	90	88	93	85	83	98	96	95	68	84	77	67	83	94	96	93	96	81
EAST LAKE ELEMENTARY	85	85	66	62	81	72	79	74	89	81	87	75	82	81	47	68	64	79	79	91	53
ED S COOK ELEM	63	61	44	23	50	52	34	30	70	59	58	36	61	13	28	39	50	47	45	70	64
ENGLISH AVENUE ELEME	62	35	32	26	57	22	52	28	65	49	71	30	42	19	19	36	45	39	39	46	69
F A TOOMER ELEMENTAR	95	85	84	73	82	87	73	49	91	87	80	64	89	69	60	80	85	76	89	84	55
F L STANTON	79	77	58	51	72	33	65	30	86	49	67	51	63	21	30	53	65	63	56	77	43
FAIN ELEMENTARY	66	52	52	32	55	41	45	18	73	52	75	41	52	25	18	43	41	68	41	71	56
FICKETT ELEMENTARY	85	85	58	67	71	76	56	64	89	89	82	67	70	24	53	65	67	73	74	79	66
FOWLER STREET ELEMEN	69	41	10	36	74	36	59	46	54	49	64	18	33	21	13	41	44	28	21	56	39
G A TOWNS ELEMENTARY	61	50	35	30	67	29	57	44	54	63	63	48	55	37	33	41	52	51	44	61	82
GARDEN HILLS	87	88	70	70	88	72	78	68	72	77	85	83	82	60	73	77	83	78	70	78	60
GIDEONS ELEMENTARY	80	79	47	55	73	62	67	46	81	79	80	48	64	40	36	48	64	65	76	78	85
GROVE PARK	82	57	57	43	57	59	73	31	78	78	82	63	65	43	45	75	71	71	84	78	51

GEORGIA CRITERION-REFERENCED TESTS

PERCENT OF STUDENTS ACHIEVING OBJECTIVES

FOR ATLANTA CITY

GRADE 4 MATHEMATICS SPRING 1981

AREA TESTED	SETS, NUMBERS, NUMERATION			OPERATIONS, PROPERTIES NUMBER THEORY					RELATIONS, FUNCTIONS			GEOMETRY			MEASUREMENT			PROBABILITY STATISTICS			NUMBER TESTED
OBJECTIVE NUMBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
HARPER ELEMENTAR	87	84	65	48	77	55	65	58	71	71	90	61	58	39	55	48	68	65	61	84	31
HARRIS ELEM	80	66	61	63	68	56	71	34	83	88	85	59	71	15	39	66	68	78	63	83	41
HARWELL ROAD ELEM	74	68	54	47	72	49	60	34	76	82	74	51	71	44	45	62	62	69	55	73	85
HOME PARK ELEMENTARY	85	77	62	69	85	49	69	54	85	64	79	67	82	38	46	69	74	59	67	87	39
HOWELL MINNIE S	81	67	29	60	75	32	74	47	69	72	76	42	65	35	42	53	54	64	61	74	72
HUBERT ELEMENTARY	83	80	70	47	70	60	50	37	80	70	80	67	70	60	27	67	83	67	73	87	30
HUMPHRIES ELEMENTARY	76	52	43	42	60	38	58	31	63	57	71	48	56	31	40	43	52	50	38	56	90
HUTCHINSON	86	48	55	45	86	72	72	69	86	69	93	48	79	34	38	66	79	86	69	83	29
J JONES ELEM	82	85	55	42	91	42	73	58	70	79	73	61	70	45	30	48	58	64	67	67	33
JACKSON ELEM	99	97	83	86	94	86	93	81	93	88	97	80	84	65	78	71	78	81	88	83	69
JOHN B GORDON	78	76	61	61	74	67	70	54	80	76	89	74	77	48	59	76	65	65	70	80	46
JOHN CAREY	87	63	57	46	69	37	48	22	69	70	85	52	59	22	15	43	63	72	67	56	54
JOHN HOPE	64	61	56	32	61	46	51	24	59	71	64	39	66	37	39	44	41	63	58	83	59
KIRKWOOD ELEMENTARY	63	63	44	48	74	56	42	16	79	73	69	53	74	40	34	61	58	77	53	81	62
L O KIMBERLY	77	57	49	48	65	56	68	43	73	71	69	55	55	32	36	50	52	62	46	71	121
L P MILES ELEMENTARY	81	64	56	56	71	68	59	45	88	77	84	73	71	36	45	63	73	64	67	87	75
LAKEWOOD ELEMENTARY	78	80	69	60	80	69	76	49	73	69	80	64	67	40	49	58	71	69	60	78	45
M A JONES	75	66	63	46	66	52	55	45	73	68	71	64	57	25	39	46	59	68	52	66	56
MARY LIN	86	79	62	72	97	72	72	52	86	86	90	76	76	48	66	66	76	76	66	72	29
MCGILL ELEMENTARY	65	55	29	31	55	33	35	24	53	53	57	49	35	20	22	33	29	47	51	55	51
MITCHELL ELEMENTARY	77	53	61	56	63	42	60	40	77	70	70	68	67	54	58	53	61	61	58	74	57
MORELAND ELEM	87	64	62	54	74	72	85	54	77	79	85	72	77	44	33	72	82	74	64	74	39
MORNINGSIDE	77	60	57	47	61	57	67	19	78	73	70	58	67	47	47	52	59	59	52	68	103
OGLETHORPE ELEMENTAR	80	75	80	71	76	78	75	66	81	86	83	80	75	68	58	71	81	71	81	86	59
PEEPLES ELEM	85	89	63	63	96	74	78	74	74	89	96	74	81	74	67	78	81	78	81	74	27
PERKERSON	91	70	85	67	94	85	94	73	91	76	85	73	70	48	58	82	76	79	82	73	33
PETERSON	81	63	42	50	83	53	78	53	70	67	72	59	69	28	42	59	64	55	59	72	64
PEYTON FOREST ELEMEN	98	85	83	64	86	65	94	52	93	86	95	85	84	56	70	73	73	89	91	90	81
PRYOR ELEMENTARY	60	60	50	45	70	45	70	30	50	35	60	55	35	20	30	65	50	45	60	65	20
RAGSDALE ELEMENTARY	83	73	41	41	76	64	61	47	76	69	77	68	71	36	27	41	59	57	49	77	75
REYNOLDS ELEMENTARY	95	90	43	48	86	57	76	52	86	71	95	67	95	33	52	71	57	76	48	81	21
RIVERS	87	70	64	58	72	58	81	45	77	81	85	68	83	36	57	66	77	72	58	74	53
SARAH R SMITH ELEM	93	93	70	75	82	79	79	72	91	85	94	78	79	57	72	78	88	90	84	82	67
SCOTT ELEMENTARY	61	34	20	25	61	18	56	44	62	43	49	30	41	20	20	25	31	51	33	49	61
SLATER	58	60	21	31	68	37	33	24	62	55	59	44	38	19	26	38	47	46	35	54	78
SLATON	77	74	51	34	86	37	60	40	71	77	74	63	63	54	40	49	66	69	60	77	35
SYLVAN HILLS ELEMENT	74	46	40	40	74	56	76	46	78	72	70	54	56	34	36	48	60	54	52	64	50
T J GUICE ELEMENTARY	80	57	57	55	66	57	77	50	77	75	73	55	61	30	43	50	57	59	48	68	44
THOMASVILLE HEIGHTS	89	76	72	61	84	84	84	63	82	94	83	76	74	58	56	61	84	86	64	92	88
VENETIAN HILLS	72	58	48	47	69	51	58	40	70	72	68	60	60	36	37	43	59	67	51	62	101
WALTER WHITE SCHOOL	81	83	57	60	77	74	74	55	79	85	85	64	72	43	66	49	83	81	77	77	47
WATERS	82	66	52	48	56	51	73	39	82	69	84	48	55	35	35	56	60	68	53	70	77
WEST	84	88	52	60	76	56	68	72	92	92	88	48	84	52	48	64	80	84	84	84	25
WEST ATL	39	35	26	39	52	17	26	35	52	48	57	17	22	26	22	35	35	48	30	70	23
WEST MANOR ELEMENTAR	87	82	67	51	85	51	75	55	75	75	89	62	62	42	51	56	58	76	67	76	55
WHITEFOORD ELEMENTAR	64	55	40	30	62	34	45	36	53	64	57	43	51	23	21	43	47	53	51	60	47

GEORGIA CRITERION-REFERENCED TESTS

PERCENT OF STUDENTS ACHIEVING OBJECTIVES

FOR ATLANTA CITY

GRADE 4 MATHEMATICS SPRING 1981

AREA TESTED	SETS, NUMBERS, NUMERATION			OPERATIONS, PROPERTIES NUMBER THEORY					RELATIONS, FUNCTIONS			GEOMETRY			MEASUREMENT			PROBABILITY STATISTICS			NUMBER TESTED
OBJECTIVE NUMBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
WOODSON ELEMENTARY	86	84	63	69	88	60	76	63	80	81	89	71	80	53	53	67	67	88	75	79	99
WRIGHT	80	66	45	52	68	50	50	45	80	95	68	59	80	50	57	89	75	70	55	84	44
METRO EPD	90	81	66	70	85	57	80	60	85	85	88	75	81	57	66	73	80	81	80	79	26304
GEORGIA	91	82	66	68	86	66	81	59	84	83	88	73	79	56	65	71	78	80	78	78	80048

GEORGIA CRITERION-REFERENCED TESTS

. TABLE 7 .

OBJECTIVE PROFILE REPORT

FOR ATLANTA CITY

GRADE 4 READING SPRING 1981 - CORRECTED

CODE NO 7610000

PAGE NO 01

>OBJECTIVE 1 DISTINGUISHES BETWEEN SENTENCE FRAGMENTS AND COMPLETE SENTENCES.

PERCENT ACHIEVING OBJECTIVE (3 OF 5 CORRECT)

GEORGIA
********** 80%

METRO EPD
********** 82%

ATLANTA CITY
********** 75%

OF YOUR 5436 STUDENTS TESTED IN READING

4069 CAN BE INTRODUCED TO MORE COMPLEX SENTENCES.
1367 MAY NEED WORK ON RECOGNIZING BASIC SENTENCES.
3536 MAY NEED PRACTICE IDENTIFYING COMPLEX SENTENCE PARTS.

>OBJECTIVE 2 IDENTIFIES SOUNDS OF BEGINNING CONSONANTS, OR TWO-LETTER COMBINATIONS OF CONSONANTS.

PERCENT ACHIEVING OBJECTIVE (3 OF 5 CORRECT)

GEORGIA
********** 95%

METRO EPD
********** 95%

ATLANTA CITY
********** 90%

OF YOUR 5436 STUDENTS TESTED IN READING

2464 MAY BE CONFUSING VISUAL AND AUDITORY MATCHING TASKS.

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>OBJECTIVE 3 IDENTIFIES THE SOUNDS OF LONG VOWELS AND OF SHORT VOWELS IN ONE- AND TWO-SYLLABLE WORDS.

PERCENT ACHIEVING OBJECTIVE (2 OF 5 CORRECT)

GEORGIA
********** ****** 86%

METRO EPD
********** 87%

ATLANTA CITY
********** 75%

OF YOUR 5436 STUDENTS TESTED IN READING

972 MAY NEED PRACTICE WITH SHORT VOWELS.
1320 MAY NEED HELP WITH LONG VOWELS.

>OBJECTIVE 4 IDENTIFIES NUMBER OF SYLLABLES IN A WORD AND DIVIDES WORDS INTO SYLLABLES.

PERCENT ACHIEVING OBJECTIVE (3 OF 5 CORRECT)

GEORGIA
********** 86%

METRO EPD
********** 86%

ATLANTA CITY
********** 78%

OF YOUR 5436 STUDENTS TESTED IN READING

650 MAY NEED HELP IN DIVIDING WORDS INTO SYLLABLES.
386 MAY NEED PRACTICE COUNTING THE NUMBER OF SYLLABLES IN A WORD.

>OBJECTIVE 5 IDENTIFIES SOUNDS THAT VOWELS HAVE WHEN THEY APPEAR BEFORE "L," "W," AND "R," AND DISTINGUISHES BETWEEN THE TWO DIFFERENT SOUNDS OF "C" AND "G".

PERCENT ACHIEVING OBJECTIVE (3 OF 5 CORRECT)

GEORGIA
********** 80%

METRO EPD
********** 80%

ATLANTA CITY
******** 65%

OF YOUR 5436 STUDENTS TESTED IN READING

1951 MAY NEED PRACTICE WITH HARD AND SOFT SOUNDS OF "C".
1726 MAY NEED PRACTICE WITH HARD AND SOFT SOUNDS OF "G".

>OBJECTIVE 6 SELECTS THE APPROPRIATE WORDS SUCH AS "HERE," "UNDER," "BESIDE," "AROUND," "ABOVE" TO INDICATE POSITION OR LOCATION.

PERCENT ACHIEVING OBJECTIVE (4 OF 5 CORRECT)

GEORGIA
********** 90%

METRO EPD
********** 89%

ATLANTA CITY
********** 79%

OF YOUR 5436 STUDENTS TESTED IN READING

1163 MAY NEED HELP WITH THE MEANING OF SIGHT WORDS IN CONTEXT.

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>OBJECTIVE 7 IDENTIFIES CONTRACTIONS AND ABBREVIATIONS AND THE WORDS THEY REPRESENT.

PERCENT ACHIEVING OBJECTIVE (4 OF 5 CORRECT)

GEORGIA
********** 85%

METRO EPD
********** 84%

ATLANTA CITY
******** 73%

OF YOUR 5436 STUDENTS TESTED IN READING

1815 MAY NEED HELP WITH ABBREVIATIONS.
830 MAY NEED HELP TRANSLATING CONTRACTIONS INTO WORD FORMS.
840 MAY NEED HELP IDENTIFYING CONTRACTED FORMS OF WORDS AND DISCRIMINATING AMONG CORRECT AND INCORRECT CONTRACTIONS.

>OBJECTIVE 8 SELECTS APPROPRIATE VERBS OR ADJECTIVES WHICH COMPLETE SENTENCES.

PERCENT ACHIEVING OBJECTIVE (3 OF 5 CORRECT)

GEORGIA
********** 95%

METRO EPD
********** 94%

ATLANTA CITY
********** 86%

OF YOUR 5436 STUDENTS TESTED IN READING

GEORGIA CRITERION-REFERENCED TESTS

OBJECTIVE PROFILE REPORT

FOR ATLANTA CITY

GRADE 4 READING SPRING 1981 - CORRECTED

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>OBJECTIVE 9 SELECTS APPROPRIATE MEANING FOR THE FOLLOWING WORD ENDINGS; "S," "ES," "IES," "ING," "ED," "LY," "ER," AND "EST."

PERCENT ACHIEVING OBJECTIVE (4 OF 5 CORRECT)

GEORGIA
********** 72%

METRO EPD
********** 73%

ATLANTA CITY
******** 51%

OF YOUR 5436 STUDENTS TESTED IN READING

3221 MAY NEED HELP WITH COMPARITIVE AND SUPERLATIVE FORMS.
1834 MAY NEED HELP IN IDENTIFYING PLURAL FORMS IN CONTEXT.

>OBJECTIVE 10 RECOGNIZES SIMPLE VOCABULARY WORDS INSTANTLY WHEN SEEN, WITHOUT HAVING TO ANALYZE THEM IN ORDER TO PRONOUNCE THEM.

PERCENT ACHIEVING OBJECTIVE (4 OF 5 CORRECT)

GEORGIA
********** 92%

METRO EPD
********** 92%

ATLANTA CITY
********** 81%

OF YOUR 5436 STUDENTS TESTED IN READING

1006 MAY NEED PRACTICE WITH SIGHT WORDS IN CONTEXT.

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>OBJECTIVE 11 MATCHES SYMBOLS AND PRONOUNS TO THE THINGS, IDEAS, OR PERSONS THAT THEY REPRESENT.

PERCENT ACHIEVING OBJECTIVE (4 OF 5 CORRECT)

GEORGIA
********** 59%

METRO EPD
********** 62%

ATLANTA CITY
********* 46%

OF YOUR 5436 STUDENTS TESTED IN READING

2934 MAY NEED PRACTICE WITH PRONOUNS AND THEIR REFERENTS.

>OBJECTIVE 12 READS SHORT SELECTIONS AND IDENTIFIES THE MAIN IDEA AND SUPPORTING DETAILS.

PERCENT ACHIEVING OBJECTIVE (3 OF 4 CORRECT)

GEORGIA
********** 84%

METRO EPD
********** 85%

ATLANTA CITY
********** 70%

OF YOUR 5436 STUDENTS TESTED IN READING

1686 MAY NEED INSTRUCTION IDENTIFYING MAIN IDEA.

>OBJECTIVE 13 READS SHORT SELECTIONS AND IDENTIFIES WHICH STATEMENTS ARE FACTS, AND WHICH EXPRESS THE WRITER'S OPINIONS.

PERCENT ACHIEVING OBJECTIVE (4 OF 5 CORRECT)

GEORGIA
********** 53%

METRO EPD
********** 57%

ATLANTA CITY
******** 40%

OF YOUR 5436 STUDENTS TESTED IN READING

3793 MAY NEED PRACTICE IDENTIFYING FACTS.
1625 MAY NEED HELP IDENTIFYING FANTASY.
1991 MAY NEED HELP IDENTIFYING A WRITER'S OPINION.

>OBJECTIVE 14 ARRANGES GROUPS OF OBJECTS OR IDEAS INTO SIMPLE CATEGORIES.

PERCENT ACHIEVING OBJECTIVE (4 OF 5 CORRECT)

GEORGIA
********** 90%

METRO EPD
********** 89%

ATLANTA CITY
********** 76%

OF YOUR 5436 STUDENTS TESTED IN READING

>OBJECTIVE 15 ARRANGES WORDS IN ORDER, FROM THE MOST GENERAL TO THE MOST SPECIFIC.

PERCENT ACHIEVING OBJECTIVE (2 OF 5 CORRECT)

GEORGIA
********** 79%

METRO EPD
********** 80%

ATLANTA CITY
********** 74%

OF YOUR 5436 STUDENTS TESTED IN READING

450 MAY NEED EXPLANATION OF THE CONCEPT "FROM GENERAL TO SPECIFIC".

>OBJECTIVE 16 READS A SIMPLE SELECTION, IDENTIFIES "HEROES," "VILLAINS," OTHER MAIN CHARACTERS, AND THE SETTING.

PERCENT ACHIEVING OBJECTIVE (4 OF 5 CORRECT)

GEORGIA
********** 65%

METRO EPD
********** 69%

ATLANTA CITY
********** 53%

OF YOUR 5436 STUDENTS TESTED IN READING

1702 MAY NEED TO BE TAUGHT HOW TO IDENTIFY MAIN CHARACTERS.
3224 MAY NEED HELP IDENTIFYING PLACE.
1884 MAY NEED HELP IDENTIFYING WHEN EVENTS IN A STORY TOOK PLACE.

>OBJECTIVE 17 DISTINGUISHES BETWEEN THE OBVIOUS (LITERAL) AND IMPLIED (FIGURATIVE) MEANINGS IN SIMPLE STATEMENTS.

PERCENT ACHIEVING OBJECTIVE (4 OF 6 CORRECT)

GEORGIA
********** 85%

METRO EPD
********** 86%

ATLANTA CITY
********** 70%

OF YOUR 5436 STUDENTS TESTED IN READING

1622 MAY NEED PRACTICE INTERPRETING FIGURATIVE LANGUAGE IN CONTEXT.

>OBJECTIVE 18 ALPHABETIZES WORDS ACCORDING TO THE FIRST TWO LETTERS, AND USES DICTIONARIES AND TABLES OF CONTENTS TO LOCATE SPECIFIC INFORMATION.

PERCENT ACHIEVING OBJECTIVE (4 OF 5 CORRECT)

GEORGIA
********** 66%

METRO EPD
********** 68%

ATLANTA CITY
********** 49%

OF YOUR 5436 STUDENTS TESTED IN READING

1934 MAY NEED HELP ON HOW TO USE TABLES OF CONTENTS.
2357 MAY NEED PRACTICE USING GUIDE WORDS.
3113 MAY NEED HELP IN USING A DICTIONARY TO SELECT WORD MEANING.

-19-

>OBJECTIVE 19 READS AND COMPREHENDS A SIMPLE PASSAGE AND DRAWS CONCLUSIONS. RECOGNIZES CAUSE-AND-EFFECT RELATIONSHIPS AND/OR THE SEQUENCE OF EVENTS.

PERCENT ACHIEVING OBJECTIVE (5 OF 7 CORRECT)

GEORGIA
********** 77%

METRO EPD
********** 79%

ATLANTA CITY
********** 62%

OF YOUR 5436 STUDENTS TESTED IN READING

2271 MAY NEED HELP IDENTIFYING PREDICTIONS.
1767 MAY NEED PRACTICE IDENTIFYING CAUSE AND EFFECT RELATIONS.
4799 MAY NEED PRACTICE IDENTIFYING SEQUENCES OF EVENTS.

>OBJECTIVE 20 RECOGNIZES THE CORRECT USE OF BASIC PUNCTUATION MARKS AND RECOGNIZES HOW PUNCTUATION CAN CHANGE THE MEANING OF A SENTENCE.

PERCENT ACHIEVING OBJECTIVE (3 OF 5 CORRECT)

GEORGIA
********** 62%

METRO EPD
********** 64%

ATLANTA CITY
********** 53%

OF YOUR 5436 STUDENTS TESTED IN READING

4468 MAY NEED TO BE TAUGHT THAT SENTENCE MEANING CAN CHANGE WITH THE PLACEMENT OF A COMMA.
4245 MAY NEED HELP IDENTIFYING THE MEANING OF DIRECT QUOTATIONS.

GEORGIA CRITERION-REFERENCED TESTS

TABLE 8

OBJECTIVE PROFILE REPORT

FOR ATLANTA CITY

GRADE 4 MATH SPRING 1981 - CORRECTED

CODE NO 7610000

>OBJECTIVE 1 SHOWS THAT THE NUMBER OF OBJECTS IN ONE SET IS THE SAME AS OR IS NOT THE SAME AS THE NUMBER IN ANOTHER SET; COUNTS BY ONES, TWOS, THREES, FIVES, TENS, HUNDREDS.

PERCENT ACHIEVING OBJECTIVE (4 OF 6 CORRECT)

GEORGIA
********** 91%

METRO EPD
********** 90%

ATLANTA CITY
********** 78%

OF YOUR 5431 STUDENTS TESTED IN MATH

1853 MAY NEED ACTIVITIES WITH SETS OF ONE-TO-ONE CORRESPONDENCE AS A BASIS OF COUNTING.
3226 MAY NEED ACTIVITIES REQUIRING COUNTING BEGINNING AT A GIVEN NUMBER.

>OBJECTIVE 2 EXPRESSES NAMES OF NUMBERS, INCLUDING WHOLE NUMBERS, FRACTIONS AND DECIMAL FRACTIONS, IN VARIOUS WAYS.

PERCENT ACHIEVING OBJECTIVE (4 OF 6 CORRECT)

GEORGIA
********** 82%

METRO EPD
********** 81%

ATLANTA CITY
********** 67%

OF YOUR 5431 STUDENTS TESTED IN MATH

3230 MAY NEED WORK ASSIGNING FRACTIONS TO PARTITIONED REGIONS.
780 MAY NEED HELP RECOGNIZING AMOUNTS OF MONEY IN DECIMAL NOTATION.

- - - -

GEORGIA CRITERION-REFERENCED TESTS

OBJECTIVE PROFILE REPORT

FOR ATLANTA CITY

GRADE 4 MATH SPRING 1981 - CORRECTED

>OBJECTIVE 5 RECALLS ANY OF THE ADDITION AND SUBTRACTION FACTS, AND ANY OF THE MULTIPLICATION AND DIVISION FACTS THROUGH PRODUCTS TO 50.

PERCENT ACHIEVING OBJECTIVE (4 OF 5 CORRECT)

GEORGIA
********** 86%

METRO EPD
********** 85%

ATLANTA CITY
********** 72%

OF YOUR 5431 STUDENTS TESTED IN MATH

1073 MAY NEED HELP WITH ADDITION OR SUBTRACTION FACTS.
2788 MAY NEED HELP WITH MULTIPLICATION OR DIVISION FACTS.

>OBJECTIVE 6 APPLIES AND RECOGNIZES USE OF THE PROPERTIES OF NUMBERS AND PROPERTIES OF OPERATIONS WITHOUT EMPHASIS ON THE USE OF WORDS.

PERCENT ACHIEVING OBJECTIVE (3 OF 5 CORRECT)

GEORGIA
********** 66%

METRO EPD
********** 67%

ATLANTA CITY
********** 54%

OF YOUR 5431 STUDENTS TESTED IN MATH

819 MAY NEED PRACTICE RECOGNIZING THE PROPERTY OF ZERO.

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- - - -

GEORGIA CRITERION-REFERENCED TESTS

OBJECTIVE PROFILE REPORT

FOR ATLANTA CITY

GRADE 4 MATH SPRING 1981 - CORRECTED

CODE NO 7610000

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>OBJECTIVE 9 STATES THE RELATIONS OF A GIVEN SET OF ELEMENTS; STATES PAIRS OF ELEMENTS FOR A GIVEN RELATION.

PERCENT ACHIEVING OBJECTIVE (2 OF 4 CORRECT)

GEORGIA
********** 84%

METRO EPD
********** 85%

ATLANTA CITY
********** 75%

OF YOUR 5431 STUDENTS TESTED IN MATH

>OBJECTIVE 10 SORTS AND CLASSIFIES OBJECTS BY SIMILARITIES OR DIFFERENCES.

PERCENT ACHIEVING OBJECTIVE (2 OF 4 CORRECT)

GEORGIA
********** 83%

METRO EPD
********** 85%

ATLANTA CITY
********** 74%

OF YOUR 5431 STUDENTS TESTED IN MATH

1431 READ THE COMPLETE TEXT OF THE OBJECTIVE ON THE BACK OF THIS REPORT.

- - - -

GEORGIA CRITERION-REFERENCED TESTS

OBJECTIVE PROFILE REPORT

FOR ATLANTA CITY

GRADE 4 MATH SPRING 1981 - CORRECTED

CODE NO 7610000

PAGE NO 04

>OBJECTIVE 13 SELECTS FROM GIVEN GEOMETRIC SHAPES A SHAPE WHICH MATCHES ONE THAT HAS BEEN TURNED AROUND, FLIPPED OVER, MOVED SIDEWAYS, STRETCHED OR SHRUNK.

PERCENT ACHIEVING OBJECTIVE (3 OF 6 CORRECT)

GEORGIA
********** 79%

METRO EPD
********** 81%

ATLANTA CITY
********** 66%

OF YOUR 5431 STUDENTS TESTED IN MATH

2379 MAY NEED PRACTICE WITH ROTATIONS.
2038 MAY NEED PRACTICE WITH REFLECTION.

>OBJECTIVE 14 STATES THE RELATION BETWEEN POINTS OR BETWEEN GEOMETRIC FIGURES, SUCH AS POINTS INSIDE OR OUTSIDE A CLOSED CURVE OR A LINE PARALLEL TO ANOTHER LINE.

PERCENT ACHIEVING OBJECTIVE (3 OF 4 CORRECT)

GEORGIA
********** 56%

METRO EPD
********** 57%

ATLANTA CITY
********** 39%

OF YOUR 5431 STUDENTS TESTED IN MATH

816 MAY NEED PRACTICE IDENTIFYING RELATIONSHIPS BETWEEN LINES.
2669 MAY NEED ACTIVITIES IN RECOGNIZING CONGRUENT FIGURES.
3589 MAY NEED HELP WITH CONCEPTS OF INSIDE, OUTSIDE AND ON.

-23-

>OBJECTIVE 15 SELECTS A UNIT OF MEASURE APPROPRIATE TO A SITUATION IN WHICH TIME, WEIGHT, LENGTH, AREA, VOLUME, TEMPERATURE, OR MONEY IS MEASURED.

PERCENT ACHIEVING OBJECTIVE (4 OF 5 CORRECT)

GEORGIA
********** 65%

METRO EPD
********** 66%

ATLANTA CITY
********** 43%

OF YOUR 5431 STUDENTS TESTED IN MATH

1176 MAY NEED HELP SELECTING APPROPRIATE UNITS OF LENGTH.
2060 MAY NEED PRACTICE SELECTING UNITS TO MEASURE WEIGHT, TEMPERATURE, OR VOLUME.

>OBJECTIVE 16 FINDS TO THE NEAREST NUMBER OF UNITS A MEASUREMENT OF TIME, WEIGHT, LENGTH, AREA, VOLUME, TEMPERATURE OR MONEY:

PERCENT ACHIEVING OBJECTIVE (4 OF 6 CORRECT)

GEORGIA
********** 71%

METRO EPD
********** 73%

ATLANTA CITY
********** 56%

OF YOUR 5431 STUDENTS TESTED IN MATH

4215 MAY NEED ACTIVITIES FINDING THE AREA OR VOLUME OF FIGURES.
1817 MAY NEED HELP DETERMINING AMOUNTS OF CHANGE.
2966 MAY NEED HELP WITH READING TIME ON A CLOCK.

>OBJECTIVE 17 MAKES ESTIMATES OF MEASUREMENTS AND MAKES COMPARISONS.

PERCENT ACHIEVING OBJECTIVE (3 OF 5 CORRECT)

GEORGIA
********** 78%

METRO EPD
********** 80%

ATLANTA CITY
********** 62%

OF YOUR 5431 STUDENTS TESTED IN MATH

1948 MAY NEED ACTIVITIES WITH COMPARING AND ESTIMATING LENGTH AND WEIGHT.
3671 MAY NEED HELP ESTIMATING ELAPSED TIME.

>OBJECTIVE 18 COLLECTS INFORMATION AND MAKES TABLES, CHARTS, AND GRAPHS OF DATA GATHERED.

PERCENT ACHIEVING OBJECTIVE (3 OF 6 CORRECT)

GEORGIA
********** 80%

METRO EPD
********** 81%

ATLANTA CITY
********** 66%

OF YOUR 5431 STUDENTS TESTED IN MATH

2069 MAY NEED EXPERIENCES CONSTRUCTING BAR GRAPHS FROM TALLIES.
2254 MAY NEED HELP CONSTRUCTING CIRCLE GRAPHS USING DATA.
1276 MAY NEED EXPERIENCES COLLECTING AND ORGANIZING DATA TO SOLVE PROBLEMS.

>OBJECTIVE 19 READS TABLES, CHARTS, AND GRAPHS OF INFORMATION AND DRAWS INFERENCES FROM THE INFORMATION.

PERCENT ACHIEVING OBJECTIVE (3 OF 5 CORRECT)

GEORGIA
********** 78%

METRO EPD
********** 80%

ATLANTA CITY
********** 61%

OF YOUR 5431 STUDENTS TESTED IN MATH

710 MAY NEED PRACTICE INTERPRETING BAR GRAPHS.
3699 MAY NEED PRACTICE INTERPRETING CIRCLE GRAPHS.

>OBJECTIVE 20 SPECIFIES OUTCOMES THAT ARE MORE LIKELY, LESS LIKELY, EQUALLY LIKELY, OR NOT LIKELY TO OCCUR, FROM A GIVEN SET OF POSSIBLE OUTCOMES.

PERCENT ACHIEVING OBJECTIVE (2 OF 4 CORRECT)

GEORGIA
********** 78%

METRO EPD
********** 79%

ATLANTA CITY
********** 73%

OF YOUR 5431 STUDENTS TESTED IN MATH

1940 MAY NEED HELP SPECIFYING MOST LIKELY OUTCOMES.

EIGHTH GRADE RESULTS

The Grade 8 Georgia Criterion-Referenced Tests (GCRT) reading and mathematics objectives are stated in Tables 9 and 10.

Comparison of Reading and Mathematics Performance

The percent of students in Atlanta and the percent of students statewide mastering each of the 20 reading and 20 mathematics objectives in 1980 and 1981 is presented in Table 11. The difference in percent of students mastering each objective from 1980 to 1981 is provided as well as the overall achievement by objective.

Similar to the fourth grade results, the eighth grade students in Atlanta and throughout Georgia performed higher on the reading than on the mathematics subtests.[5] In fact, the difference is more pronounced for the eighth grade students that it is for the fourth grade students. In addition, the difference is larger for students in Atlanta compared to students statewide.

Range of Mastery Levels

For Atlanta students, the achievement by reading objective ranged from a low of 52 percent of the students mastering Objective 2 (identifying sounds of two- and three-letter combinations of consonants) to a high of 97 percent of the students mastering Objective 14 (reading a passage and responding to questions of who, what, when, and why). These two objectives represented the lowest and highest levels of achievement in 1980 as well. (Forty-eight percent of the students mastered Objective 2; 94 percent of the students mastered Objective 14.) Students throughout Georgia also scored lowest on Objective 2 in 1981 (67 percent mastery) and in 1980 (63 percent mastery). The highest performance also occurred on Objective 14 both years (99 percent mastery in 1981 and 98 percent mastery in 1980).

In mathematics, the performance of students in Atlanta ranged from 18 percent mastery to 96 percent mastery in 1981 and from 15 percent mastery to 94 percent mastery in 1980. The range of performance statewide in 1981 was from 38 percent mastery to 98 percent mastery compared to a range of 34 percent mastery to 97 percent mastery in 1980. For both groups in 1980 and 1981, the lowest level of achievement occurred on Objective 5 (selecting a problem situation appropriate to a given mathematical operation); the highest level of performance, on Objective 1 (using the terms "all, some, or none" and distinguishing between assumption and consequence).

Ranking of Objectives

For the most part, the objectives on which Atlanta students scored highest also were the ones with the highest level of achievement for students throughout Georgia. In addition, the lowest levels of achievement occurred on the same objectives for both groups as well. The trend was apparent both for reading and mathematics in 1980 and 1981.

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[5] Refer to footnote 1, page 1.

Skill Areas

The 20 reading objectives are grouped into five more general skill areas; the 20 mathematics objectives, into six skill areas. The 1980 and 1981 performance by skill area for Atlanta and Georgia is presented in Table 12. The groupings of objectives into skill areas are shown as column headings in Tables 13 and 14.

The highest level of reading achievement in 1980 and 1981 for both groups was in Classification. More than 90 percent of the students in both groups demonstrated mastery of the objectives in this skill area.

The skill area, Word Recognition, presented the most difficulty for students in Atlanta and Georgia. Although it was relatively difficult for students throughout Georgia, the level of mastery still was fairly high. (More than 80 percent of the students demonstrated mastery of the objectives in that skill area.) In comparison, 67.5 percent of students in Atlanta had mastered the objectives of that skill area.

It is interesting to note that Word Recognition is the most difficult skill area for eighth grade students, whereas it represents a skill area of only median difficulty to fourth grade students.

Like the fourth grade results, the highest level of achievement in mathematics was in the skill area of Relations and Functions. More than 90 percent of students statewide mastered the objectives of that skill area compared to 82 percent of the students in Atlanta.

The lowest level of mathematics achievement in Atlanta as well as throughout Georgia was in the skill area of Operations, Properties, and Number Theory. More than one-half of the students statewide had mastered that skill area compared to only one-third of Atlanta students.

Longitudinal Results

The test form of the Grade 8 GCRT administered in 1981 also was administered in 1980. Thus, unlike the Grade 4 GCRT, it is possible to make longitudinal comparisons.

Eighth grade students in Atlanta and throughout Georgia improved on every reading and mathematics objectives from 1980 to 1981. Students in Atlanta made larger gains than students statewide on both the reading and mathematics objectives. Gains were higher in mathematics than in reading for both groups.

The greatest reading gain for Atlanta students occurred on Objective 16 (interpreting meaning of prefixes and suffixes). This objective represented the second lowest level of performance for Atlanta students, and the one on which Atlanta's level of performance deviated most from the statewide performance (25 percentage points).

In mathematics, the largest gain for Atlanta students occurred on Objective 11 (identifying and classifying geometric figures). This objective represented approximately the median level of achievement for Atlanta students.

There was improvement in all skill areas for students in Atlanta and throughout Georgia. Students in Atlanta made greater gains than students throughout Georgia in every skill area as well. The greatest reading gains for Atlanta students were made in the

skill areas of Language Usage and Study Skills. In mathematics, the greatest gain was made in the skill area of Geometry.

Other Comparisons

Tables 13 through 16 are reprints of summary reports provided by the State Department of Education. Reading results by schools are presented in Table 13; mathematics results by schools are given in Table 14. The reading performance of Atlanta students relative to students in the Metro EPD and throughout Georgia is presented in Table 15. The corresponding report for mathematics appears as Table 16.

TABLE 9

GEORGIA CRITERION-REFERENCED TESTS (GCRT)
GRADE 8 READING OBJECTIVES

No.	Objective
1	Identifies the sounds of long and short vowels in words.
2	Identifies sounds of two- and three-letter combinations of consonants in words.
3	Divides words into syllables.
4	Recognizes how the same word accented in different positions can have different meanings.
5	Identifies the sounds that vowels have when they appear before "R," "L," "W," and "U," and distinguishes between the two different sounds of "C" and "G."
6	Identifies the phonetic spellings of words as they might appear in a dictionary.
7	Uses a dictionary for selecting appropriate word meaning, finding synonyms, and finding antonyms.
8	Uses the table of contents and the index to locate specific information in a textbook or a reference book.
9	Demonstrates the ability to locate materials in a library.
10	Reads a selection and distinguishes between main ideas and supporting details.
11	Reads newspaper articles and advertisements and determines which statements are facts and which are the author's opinions or preferences.
12	Reads a passage and determines the order in which the events occurred.
13	Reads typical textbook passage illustrated with a diagram and interprets the material presented.
14	Reads a passage and responds to questions of who, what, when, and why.
15	Reads simple poems and recognizes the obvious (literal) and implied (figurative) meanings of statements.
16	Interprets the meaning of prefixes and suffixes and recognizes root words.
17	Matches symbols and pronouns to the things, ideas, or persons that they represent.
18	Places words in appropriate categories and arranges words in order from the most general to the most specific.
19	Distinguishes between sentence fragments and complete sentences and combines two or more sentences to form a single sentence.
20	Identifies the plurals of nouns or the appropriate verb forms which complete given sentences.

TABLE 10

GEORGIA CRITERION-REFERENCED TESTS (GCRT)
GRADE 8 MATHEMATICS OBJECTIVES

No.	Objective
1	Makes generalized statements using the terms "all," "some," or "none," and distinguishes between assumption and consequence.
2	Uses numerical forms (fractional parts, equivalent fractions, decimal approximations) of rational numbers.
3	Uses fractions or ratios.
4	Selects appropriate arithmetic operations.
5	Selects a problem situation appropriate to a given mathematical operation.
6	Adds, subtracts, multiplies by 3-digit numbers and divides by 2-digit numbers; computes with simple and decimal fractions, integers, and percents.
7	Recognizes and applies properties of numbers and properties of operations.
8	Solves simple, one-variable open sentences.
9	Supplies missing elements of pairs when given a relation, and specifies relations.
10	Uses set notations, rules, formulas, mappings, tables, and graphs to identify relations.
11	Identifies and classifies geometric figures: point, line, plane, space, polygon, line segment, open and closed curve, angle, triangle, rectangle, square, cube, pyramid.
12	Selects from a collection of geometric figures those which are alike.
13	Identifies the relation of two different sets of points such as inside, outside, parallel, perpendicular, similar, and congruent.
14	Solves simple geometric problems by using direct and approximate measurements, ratios of similar polygons, and the pythagorean theorem.
15	Applies standard measurement formulas such as perimeter and area of rectangle, triangle, circle; volume of a rectangular solid; time-ratio-distance.
16	Determines measurements of length, area, volume, weight, time, temperature, money, using real numbers; specifies reasonable error of measurement.
17	Uses measurement to solve problems from other fields such as vocational education and the sciences.
18	Constructs and interprets different kinds of graphs; demonstrates how sampling may affect interpretation of data.
19	Identifies range, mean, median, and mode of given data; recognizes misuses of these terms in the interpretation of data.
20	Assigns or estimates probabilities of chance events.

TABLE 11

PERFORMANCE BY OBJECTIVE
GRADE 8 READING AND MATHEMATICS, 1980-81

A: Percent of Students Achieving Each Reading Objective

Objectives	Atlanta 1980	Atlanta 1981	Atlanta Diff.	Georgia 1980	Georgia 1981	Georgia Diff.
1	58	61	+3	76	79	+3
2	48	52	+4	63	67	+4
3	92	95	+3	95	96	+1
4	71	75	+4	84	86	+2
5	62	65	+3	78	81	+3
6	56	61	+5	73	75	+2
7	74	77	+3	87	90	+3
8	85	89	+4	92	94	+2
9	57	61	+4	78	81	+3
10	85	87	+2	92	94	+2
11	58	62	+4	75	78	+3
12	77	81	+4	89	91	+2
13	79	82	+3	89	91	+2
14	94	97	+3	98	99	+1
15	78	81	+3	88	90	+2
16	51	57	+6	68	72	+4
17	67	71	+4	82	85	+3
18	91	93	+2	96	97	+1
19	75	80	+5	87	90	+3
20	91	94	+3	96	98	+2
Overall Achievement by Objective	72.5	76.0	+3.5	84.3	86.7	+2.4

B: Percent of Students Achieving Each Mathematics Objective

Objectives	Atlanta 1980	Atlanta 1981	Atlanta Diff.	Georgia 1980	Georgia 1981	Georgia Diff.
1	94	96	+2	97	98	+1
2	23	27	+4	49	52	+3
3	62	67	+5	80	82	+2
4	38	41	+3	59	63	+4
5	15	18	+3	34	38	+4
6	25	32	+7	54	58	+4
7	29	34	+5	56	59	+3
8	37	42	+5	60	63	+3
9	86	89	+3	93	95	+2
10	70	75	+5	84	86	+2
11	43	51	+8	64	67	+3
12	71	76	+5	85	88	+3
13	28	34	+6	52	57	+5
14	27	31	+4	49	52	+3
15	35	40	+4	57	61	+4
16	73	80	+7	86	88	+2
17	38	44	+6	59	62	+3
18	76	80	+4	87	90	+3
19	49	54	+5	65	69	+4
20	54	60	+6	74	77	+3
Overall Achievement by Objective	48.6	53.6	+5.0	67.2	70.2	+3.0

TABLE 12

PERFORMANCE BY SKILL AREA
GRADE 8 READING AND MATHEMATICS, 1980-81

A: Percent of Students Achieving Objectives in Each Reading Skill Area

	Atlanta			Georgia		
Skill Areas	1980	1981	Diff.	1980	1981	Diff.
Word Recognition	63.67	67.50	+3.83	77.33	80.16	+2.83
Comprehension	78.50	81.67	+3.17	88.50	90.50	+2.00
Language Usage	77.67	81.67	+4.00	88.33	91.00	+2.67
Classification	91.00	93.00	+2.00	96.00	97.00	+1.00
Study Skills	68.00	72.00	+4.00	82.50	85.00	+2.50
Overall Achievement by Skill Area	75.77	79.17	+3.40	86.53	88.73	+2.2

B: Percent of Students Achieving Objectives in Each Mathematics Skill Area

	Atlanta			Georgia		
Skills Area	1980	1981	Diff.	1980	1981	Diff.
Sets, Numbers Numeration	59.67	63.33	+3.66	75.33	77.33	+2.00
Operations, Properties, Number Theory	28.80	33.40	+4.60	52.60	56.20	+3.60
Relations, Function	78.00	82.00	+4.00	88.50	90.50	+2.00
Geometry	42.25	48.00	+5.75	62.50	66.00	+3.50
Measurement	48.67	54.67	+6.00	67.33	70.33	+3.00
Probability, Statistics	59.67	64.67	+5.00	75.33	78.66	+3.33
Overall Achievement by Skill Area	52.84	57.68	+4.84	70.26	73.17	+2.91

GEORGIA CRITERION-REFERENCED TESTS

TABLE 13

PERCENT OF STUDENTS ACHIEVING OBJECTIVES

FOR ATLANTA CITY

GRADE 8 READING SPRING 1981

CODE 761

AREA TESTED	WORD RECOGNITION (----- 1-5,16 ------)						COMPREHENSION (------ 10-15 -------)						LANGUAGE USAGE (17,19,20)			CLASSIFICATION (18)	STUDY SKILLS (-- 6,9 ---)				NUMBER TESTED
OBJECTIVE NUMBER	1	2	3	4	5	16	10	11	12	13	14	15	17	19	20	18	6	7	8	9	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
ATLANTA CITY	61	52	95	75	65	57	87	62	81	82	97	81	71	80	94	93	61	77	89	61	5239
ARCHER HIGH	39	27	93	62	48	44	75	53	65	69	94	69	59	66	86	93	41	71	80	48	143
B T WASHINGTON HIGH	64	53	97	79	68	59	96	76	90	90	100	84	82	86	99	97	62	87	95	73	147
BASS HIGH SCHOOL	61	61	94	74	66	55	88	57	85	85	98	81	68	88	95	94	54	78	84	60	116
BROWN HIGH	62	51	96	74	64	59	91	59	81	83	97	82	77	79	95	94	60	78	92	64	184
CARVER HIGH	51	37	89	62	51	41	79	44	72	65	94	70	52	68	95	91	51	54	83	39	142
COAN MIDDLE	55	49	93	69	54	47	87	55	80	82	97	78	66	77	94	94	57	69	84	55	203
DOWNTOWN LRNG CENTER	43	14	57	71	57	43	71	71	43	43	57	71	43	43	86	71	29	86	57	57	7
EAST ATLANTA HIGH	54	41	91	70	60	45	79	55	71	73	94	71	58	73	88	89	50	73	85	47	220
FREDERICK DOUGLASS	68	64	95	82	74	65	91	73	85	89	97	88	80	83	95	94	68	86	90	68	466
FULTON HIGH SCHOOL	58	41	94	65	57	45	85	57	76	78	97	77	62	79	91	94	56	73	87	50	291
HARPER HIGH	62	53	94	77	70	59	90	65	85	87	97	84	75	83	95	91	61	82	90	62	359
INMAN MIDDLE	74	62	93	82	75	66	89	67	81	80	96	76	82	84	92	93	68	86	86	67	138
KENNEDY MIDDLE	53	45	95	72	59	49	84	58	79	85	96	73	67	77	93	91	51	71	90	52	249
KING MIDDLE	53	46	93	68	60	41	84	50	77	77	95	71	57	71	92	90	53	69	82	49	238
L J PRICE HIGH	52	45	97	68	65	54	89	62	81	83	95	82	74	81	95	90	55	76	90	55	110
LONG MIDDLE	57	58	96	74	66	60	88	60	81	83	99	79	69	81	94	95	60	68	89	56	294
PARKS MIDDLE	40	34	90	59	49	31	84	49	68	72	95	74	58	71	93	87	46	63	85	40	134
RALPH J BUNCHE MIDDL	69	58	97	81	70	66	90	69	86	84	99	86	78	87	96	96	70	80	90	71	357
ROOSEVELT HIGH	61	41	89	54	49	36	74	41	67	63	90	73	47	59	83	87	47	53	73	36	148
SOUTHWEST HIGH	76	65	99	92	82	75	95	78	94	97	99	91	89	91	99	96	75	95	95	80	265
SUTTON MIDDLE	80	67	98	82	80	77	92	70	89	83	98	89	83	87	97	97	77	83	93	79	284
SYLVAN HILLS HIGH	64	47	94	69	62	55	84	54	73	77	92	82	66	78	96	92	60	75	87	57	186
THERRELL HIGH	65	60	96	85	79	66	94	73	94	89	98	94	77	85	98	96	68	83	98	73	124
TURNER HIGH	67	61	97	84	70	61	93	81	91	92	95	92	78	85	97	94	73	88	92	79	153
WALDEN MIDDLE	59	53	96	73	63	41	86	63	82	80	100	78	66	84	96	93	58	78	90	76	91
WEST FULTON HIGH	55	51	94	77	59	65	87	65	86	86	95	83	77	83	94	92	67	81	94	62	190
METRO EPD	83	71	96	88	85	75	94	82	92	92	99	92	87	91	98	97	79	90	94	84	24859
GEORGIA	79	67	96	86	81	72	94	78	91	91	99	90	85	90	98	97	75	90	94	81	77219

GEORGIA CRITERION-REFERENCED TESTS

TABLE 14

PERCENT OF STUDENTS ACHIEVING OBJECTIVES

FOR ATLANTA CITY

GRADE 8 MATHEMATICS SPRING 1981

AREA TESTED	SETS, NUMBERS, NUMERATION			OPERATIONS, PROPERTIES NUMBER THEORY					RELATIONS, FUNCTIONS		GEOMETRY				MEASUREMENT			PROBABILITY STATISTICS			NUMBER TESTED
OBJECTIVE NUMBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
ATLANTA CITY	96	27	67	41	18	32	34	42	89	75	51	76	34	31	40	80	44	80	54	60	5245
ARCHER HIGH	92	20	55	27	7	11	13	35	83	62	24	70	13	15	24	72	37	69	41	50	143
B T WASHINGTON HIGH	99	28	68	52	23	34	35	48	96	82	52	85	34	30	57	88	54	83	55	68	145
BASS HIGH SCHOOL	95	23	66	40	23	29	33	47	88	76	37	71	27	29	43	84	36	81	55	56	116
BROWN HIGH	96	26	69	41	16	31	34	36	88	78	60	66	30	32	36	92	37	83	54	68	182
CARVER HIGH	87	9	49	26	3	9	17	25	74	66	26	53	11	14	28	67	30	67	44	45	141
COAN MIDDLE	97	18	62	29	11	18	21	34	89	72	43	71	34	24	31	72	38	77	54	61	213
DOWNTOWN LRNG CENTER	71	14	43	14	14	0	0	29	86	43	14	57	14	14	14	71	43	57	43	29	7
EAST ATLANTA HIGH	94	21	61	22	11	16	22	24	80	60	42	61	16	24	18	73	29	72	45	45	218
FREDERICK DOUGLASS	98	36	76	54	26	43	47	56	94	83	66	84	46	37	53	85	52	85	67	70	468
FULTON HIGH SCHOOL	97	27	66	41	20	33	33	36	85	70	51	68	41	30	40	74	51	77	56	59	292
HARPER HIGH	97	23	65	40	14	26	32	42	92	77	51	81	39	31	38	79	38	80	50	69	356
INMAN MIDDLE	95	43	75	58	30	36	57	49	94	80	48	84	41	43	47	84	54	88	57	68	138
KENNEDY MIDDLE	96	23	64	35	15	22	26	36	89	72	54	79	30	28	42	78	52	80	43	56	248
KING MIDDLE	95	20	60	34	13	18	21	31	88	61	51	66	27	29	30	73	38	72	49	63	238
L J PRICE HIGH	94	16	54	33	13	18	23	39	88	76	36	71	23	16	37	62	39	72	50	51	109
LONG MIDDLE	96	26	66	34	12	39	33	38	89	72	44	77	29	26	40	76	43	78	54	55	299
PARKS MIDDLE	94	5	60	20	6	25	20	19	91	69	46	65	23	24	27	72	31	75	66	47	134
RALPH J BUNCHE MIDDL	97	26	70	38	17	46	39	48	88	77	63	80	41	41	39	84	44	85	53	63	357
ROOSEVELT HIGH	90	26	57	24	7	24	23	24	77	66	26	60	20	23	29	76	26	72	45	45	149
SOUTHWEST HIGH	98	41	80	56	30	48	55	65	95	89	50	89	49	46	54	89	58	92	53	70	266
SUTTON MIDDLE	99	51	86	63	33	55	62	63	93	88	70	85	54	54	58	91	61	89	72	72	284
SYLVAN HILLS HIGH	97	38	74	43	18	42	29	48	89	81	56	80	42	32	40	79	43	83	63	59	185
THERRELL HIGH	99	41	71	48	23	48	50	49	90	83	45	88	36	33	48	85	44	84	65	60	124
TURNER HIGH	96	20	64	43	17	32	29	44	88	73	47	83	33	29	32	79	47	79	49	53	150
WALDEN MIDDLE	99	26	71	44	16	31	31	33	88	81	68	68	26	37	30	84	42	78	60	64	90
WEST FULTON HIGH	96	13	65	37	12	28	21	36	93	72	54	75	27	20	34	75	40	83	43	54	193
METRO EPD	98	58	85	67	44	61	65	68	95	88	72	89	63	58	64	90	66	91	72	79	24844
GEORGIA	98	52	82	63	38	58	59	63	95	86	67	88	57	52	61	88	62	90	69	77	77150

GEORGIA CRITERION-REFERENCED TESTS

TABLE 15

OBJECTIVE PROFILE REPORT

FOR ATLANTA CITY

GRADE 8 READING SPRING ~~1980~~ XXXX 1981

CODE NO 7610000

PAGE NO 01

>OBJECTIVE 1 IDENTIFIES THE SOUNDS OF LONG AND SHORT VOWELS IN WORDS.

PERCENT ACHIEVING OBJECTIVE (5 OF 7 CORRECT)

GEORGIA
********** 79%

METRO EPD
********** 83%

ATLANTA CITY
********** 51%

OF YOUR 5239 STUDENTS TESTED IN READING

1204 MAY NEED ADDITIONAL WORK IN THESE SKILLS.
824 PROBABLY COULD USE MORE WORK IN THESE SKILLS.

>OBJECTIVE 2 IDENTIFIES SOUNDS OF TWO- AND THREE-LETTER COMBINATIONS OF CONSONANTS IN WORDS.

PERCENT ACHIEVING OBJECTIVE (6 OF 8 CORRECT)

GEORGIA
********** 67%

METRO EPD
********** 71%

ATLANTA CITY
********** 52%

OF YOUR 5239 STUDENTS TESTED IN READING

566 MAY NEED FUTHER OBSERVATION TO SEE IF MORE WORK IS NEEDED.
1780 PROBABLY COULD USE INSTRUCTION IN THESE SKILLS.
162 DID WELL WITH BLENDS BUT MAY NEED WORK WITH DIAGRAPHS.

-34-

>OBJECTIVE 3 DIVIDES WORDS INTO SYLLABLES.

PERCENT ACHIEVING OBJECTIVE (2 OF 5 CORRECT)

GEORGIA
********** 96%

METRO EPD
********** 96%

ATLANTA CITY
********** 95%

OF YOUR 5239 STUDENTS TESTED IN READING

278 MAY NEED HELP IN SYLLABICATION.

>OBJECTIVE 4 RECOGNIZES HOW THE SAME WORD ACCENTED IN DIFFERENT POSITIONS CAN HAVE DIFFERENT MEANINGS.

PERCENT ACHIEVING OBJECTIVE (2 OF 5 CORRECT)

GEORGIA
********** 86%

METRO EPD
********** 88%

ATLANTA CITY
********** 75%

OF YOUR 5239 STUDENTS TESTED IN READING

4191 MAY NEED HELP WITH ACCENTS IN CONTEXTUAL STRUCTURE.

>OBJECTIVE 5 IDENTIFIES THE SOUNDS THAT VOWELS HAVE WHEN THEY APPEAR BEFORE R, L, W, AND U, AND DISTINGUISHES BETWEEN THE TWO DIFFERENT SOUNDS OF C AND G.

PERCENT ACHIEVING OBJECTIVE (5 OF 7 CORRECT)

GEORGIA
********** 81%

METRO EPD
********** 85%

ATLANTA CITY
********** 65%

OF YOUR 5239 STUDENTS TESTED IN READING

691 MAY NEED MORE INSTRUCTION IN THESE SKILLS.
1122 PROBABLY COULD USE MORE INSTRUCTION IN THESE SKILLS.
2164 MAY NEED WORK IN HARD AND SOFT "G."
1696 MAY NEED PRACTICE IN HARD AND SOFT "C."
2932 MAY NEED HELP WITH VOWEL SOUNDS BEFORE "L" AND "W."

>OBJECTIVE 6 IDENTIFIES THE PHONETIC SPELLINGS OF WORDS AS THEY MIGHT APPEAR IN A DICTIONARY.

PERCENT ACHIEVING OBJECTIVE (3 OF 5 CORRECT)

GEORGIA
********** 75%

METRO EPD
********** 79%

ATLANTA CITY
********** 61%

OF YOUR 5239 STUDENTS TESTED IN READING

2046 MAY NEED HELP IN USE OF DICTIONARY PRONUNCIATION GUIDES.

>OBJECTIVE 7 USES A DICTIONARY FOR SELECTING APPROPRIATE WORD MEANING, FINDING SYNONYMS, AND FINDING ANTONYMS.

PERCENT ACHIEVING OBJECTIVE (3 OF 6 CORRECT)

GEORGIA
********** 90%

METRO EPD
********** 90%

ATLANTA CITY
********** 77%

OF YOUR 5239 STUDENTS TESTED IN READING

1206 MAY NEED INTENSIVE INSTRUCTION IN DICTIONARY SKILLS.

>OBJECTIVE 8 USES THE TABLE OF CONTENTS AND THE INDEX TO LOCATE SPECIFIC INFORMATION IN A TEXTBOOK OR A REFERENCE BOOK.

PERCENT ACHIEVING OBJECTIVE (4 OF 6 CORRECT)

GEORGIA
********** 94%

METRO EPD
********** 94%

ATLANTA CITY
********** 89%

OF YOUR 5239 STUDENTS TESTED IN READING

1221 MAY NEED FURTHER INSTRUCTION.
274 MAY NEED INTENSIVE INSTRUCTION.

>OBJECTIVE 9 DEMONSTRATES THE ABILITY TO LOCATE MATERIALS IN A LIBRARY.

PERCENT ACHIEVING OBJECTIVE (4 OF 6 CORRECT)

GEORGIA
********** 81%

METRO EPD
********** 84%

ATLANTA CITY
********** 61%

OF YOUR 5239 STUDENTS TESTED IN READING

2052 MAY NEED WORK IN LIBRARY SKILLS.

>OBJECTIVE 10 READS A SELECTION AND DISTINGUISHES BETWEEN MAIN IDEAS AND SUPPORTING DETAILS.

PERCENT ACHIEVING OBJECTIVE (2 OF 6 CORRECT)

GEORGIA
********** 94%

METRO EPD
********** 94%

ATLANTA CITY
********** 87%

OF YOUR 5239 STUDENTS TESTED IN READING

3523 MAY NEED WORK IN INFERENTIAL THINKING.
658 PROBABLY COULD USE HELP IN THESE SKILL AREAS.

>OBJECTIVE 11 READS NEWSPAPER ARTICLES AND ADVERTISEMENTS AND DETERMINES WHICH STATEMENTS ARE FACTS AND WHICH ARE THE AUTHOR'S OPINIONS OR PREFERENCES.

PERCENT ACHIEVING OBJECTIVE (3 OF 6 CORRECT)

GEORGIA
********** 78%

METRO EPD
********** 82%

ATLANTA CITY
********** 62%

OF YOUR 5239 STUDENTS TESTED IN READING

1965 PROBABLY COULD USE MORE INSTRUCTION IN THESE SKILL AREAS.

>OBJECTIVE 12 READS A PASSAGE AND DETERMINES THE ORDER IN WHICH THE EVENTS OCCURRED.

PERCENT ACHIEVING OBJECTIVE (4 OF 6 CORRECT)

GEORGIA
********** 91%

METRO EPD
********** 92%

ATLANTA CITY
********** 81%

OF YOUR 5239 STUDENTS TESTED IN READING

2341 MAY NEED WORK IN MAP READING.

GEORGIA CRITERION-REFERENCED TESTS

OBJECTIVE PROFILE REPORT

FOR ATLANTA CITY

GRADE 8 READING SPRING ~~1980~~ 1981

CODE NO 7610000

PAGE NO 04

>OBJECTIVE 13 READS TYPICAL TEXTBOOK PASSAGE ILLUSTRATED WITH A DIAGRAM AND INTERPRETS THE MATERIAL PRESENTED.

PERCENT ACHIEVING OBJECTIVE (3 OF 7 CORRECT)

GEORGIA
********** 91%

METRO EPD
********** 92%

ATLANTA CITY
********** 82%

OF YOUR 5239 STUDENTS TESTED IN READING

719 MAY NEED WORK INTERPRETING CONTENT AREA READING MATERIALS.

>OBJECTIVE 14 READS A PASSAGE AND RESPONDS TO QUESTIONS OF WHO, WHAT, WHEN, AND WHY.

PERCENT ACHIEVING OBJECTIVE (2 OF 5 CORRECT)

GEORGIA
********** 99%

METRO EPD
********** 99%

ATLANTA CITY
********** 97%

OF YOUR 5239 STUDENTS TESTED IN READING

182 PROBABLY COULD USE INSTRUCTION IN THIS AREA.

- - - -

>OBJECTIVE 17 MATCHES SYMBOLS AND PRONOUNS TO THE THINGS, IDEAS, OR PERSONS THAT THEY REPRESENT.

PERCENT ACHIEVING OBJECTIVE (6 OF 7 CORRECT)

GEORGIA
********** 85%

METRO EPD
********** 87%

ATLANTA CITY
********** 71%

OF YOUR 5239 STUDENTS TESTED IN READING

1098 MAY NEED WORK IN PRONOUN REFERENCE.

>OBJECTIVE 18 PLACES WORDS IN APPROPRIATE CATEGORIES AND ARRANGES WORDS IN ORDER FROM THE MOST GENERAL TO THE MOST SPECIFIC.

PERCENT ACHIEVING OBJECTIVE (4 OF 5 CORRECT)

GEORGIA
********** 97%

METRO EPD
********** 97%

ATLANTA CITY
********** 93%

OF YOUR 5239 STUDENTS TESTED IN READING

1945 MAY NEED WORK IN CLASSIFICATION FROM GENERAL TO SPECIFIC.
360 MAY NEED FURTHER INSTRUCTION IN THIS AREA.

>OBJECTIVE 19 DISTINGUISHES BETWEEN SENTENCE FRAGMENTS AND COMPLETE SENTENCES AND COMBINES TWO OR MORE SENTENCES TO FORM A SINGLE SENTENCE.

PERCENT ACHIEVING OBJECTIVE (6 OF 7 CORRECT)

GEORGIA
********** 90%

METRO EPD
********** 91%

ATLANTA CITY
********** 80%

OF YOUR 5239 STUDENTS TESTED IN READING

1044 MAY NEED FURTHER INSTRUCTION IN THIS SKILL AREA.

>OBJECTIVE 20 IDENTIFIES THE PLURALS OF NOUNS OR THE APPROPRIATE VERB FORMS WHICH COMPLETE GIVEN SENTENCES.

PERCENT ACHIEVING OBJECTIVE (2 OF 5 CORRECT)

GEORGIA
********** 98%

METRO EPD
********** 98%

ATLANTA CITY
********** 94%

OF YOUR 5239 STUDENTS TESTED IN READING

1300 MAY NEED FURTHER INSTRUCTION IN PLURALS.
657 MAY NEED FURTHER INSTRUCTION IN VERB FORMS.
931 MAY NEED HELP WITH OBJECT-VERB RELATIONSHIP.

GEORGIA CRITERION-REFERENCED TESTS

TABLE 16

OBJECTIVE PROFILE REPORT

FOR ATLANTA CITY

GRADE 8 MATH SPRING ~~1980~~ 1981

CODE NO 7610000

>OBJECTIVE 1 MAKES GENERALIZED STATEMENTS USING THE TERMS "ALL," "SOME," OR "NONE," AND DISTINGUISHES BETWEEN ASSUMPTION AND CONSEQUENCE.

PERCENT ACHIEVING OBJECTIVE (2 OF 7 CORRECT)

GEORGIA
********** 98%

METRO EPD
********** 98%

ATLANTA CITY
********** 96%

OF YOUR 5245 STUDENTS TESTED IN MATH

3891 PERFORMED WELL ON THIS OBJECTIVE.
1296 PROBABLY COULD BENEFIT FROM MORE INSTRUCTION ON OBJECTIVE.
242 MAY NEED HELP IN IDENTIFYING ASSUMPTIONS AND CONSEQUENCES.

>OBJECTIVE 2 USES NUMERICAL FORMS (FRACTIONAL PARTS, EQUIVALENT FRACTIONS, DECIMAL APPROXIMATIONS) OF RATIONAL NUMBERS.

PERCENT ACHIEVING OBJECTIVE (3 OF 6 CORRECT)

GEORGIA
********** 52%

METRO EPD
********** 58%

ATLANTA CITY
********** 27%

OF YOUR 5245 STUDENTS TESTED IN MATH

3073 MAY NEED WORK IN APPROXIMATION.
3798 MAY NEED HELP IN FRACTION APPLICATIONS.

>OBJECTIVE 3 USES FRACTIONS OR RATIOS.

PERCENT ACHIEVING OBJECTIVE (3 OF 7 CORRECT)

GEORGIA
********** 82%

METRO EPD
********** 85%

ATLANTA CITY
********** 67%

OF YOUR 5245 STUDENTS TESTED IN MATH

2577 MAY NEED WORK WITH PERCENTS.
1559 MAY NEED HELP WITH RATE PAIRS AND THEIR APPLICATIONS.

>OBJECTIVE 4 SELECTS APPROPRIATE ARITHMETIC OPERATIONS.

PERCENT ACHIEVING OBJECTIVE (4 OF 6 CORRECT)

GEORGIA
********** 63%

METRO EPD
********** 67%

ATLANTA CITY
********** 41%

OF YOUR 5245 STUDENTS TESTED IN MATH

4212 MAY NEED HELP IN PERCENT OPERATIONS.
3120 MAY NEED WORK IN SELECTING OPERATION FOR WORD PROBLEM.
1606 MAY NEED WORK RECOGNIZING OPERATION WITH SEVERAL PROCESSES.

GEORGIA CRITERION-REFERENCED TESTS

OBJECTIVE PROFILE REPORT

FOR ATLANTA CITY

GRADE 8 MATH SPRING ~~1980~~ 1981

CODE NO 7610000

>OBJECTIVE 5 SELECTS A PROBLEM SITUATION APPROPRIATE TO A GIVEN MATHEMATICAL OPERATION.

PERCENT ACHIEVING OBJECTIVE (4 OF 6 CORRECT)

GEORGIA
•••••••••••••••••••• 38%

METRO EPD
•••••••••••••••••••••• 44%

ATLANTA CITY
••••••••• 18%

OF YOUR 5245 STUDENTS TESTED IN MATH

4320 MAY NEED WORK RELATING WORDS TO MATH SYMBOLS.

>OBJECTIVE 6 ADDS, SUBTRACTS, MULTIPLIES BY 3-DIGIT NUMBERS AND DIVIDES BY 2-DIGIT NUMBERS• COMPUTES WITH SIMPLE AND DECIMAL FRACTIONS, INTEGERS, AND PERCENTS.

PERCENT ACHIEVING OBJECTIVE (7 OF 10 CORRECT)

GEORGIA
•••••••••••••••••••••••••••••• 58%

METRO EPD
••••••••••••••••••••••••••••••• 61%

ATLANTA CITY
•••••••••••••••• 32%

OF YOUR 5245 STUDENTS TESTED IN MATH

3127 MAY NEED WORK USING ALGORITHMS WITH WHOLE NUMBERS.
3293 MAY NEED HELP ADDING AND MULTIPLYING FRACTIONS.
4231 MAY NEED HELP USING ALGORITHMS WITH DECIMAL NUMBERS.
4573 MAY NEED PRACTICE WITH ADDING SIGNED NUMBERS.

-10-

>OBJECTIVE 7 RECOGNIZES AND APPLIES PROPERTIES OF NUMBERS AND PROPERTIES OF OPERATIONS.

PERCENT ACHIEVING OBJECTIVE (4 OF 6 CORRECT)

GEORGIA
••••••••••••••••••••••••••••• 59%

METRO EPD
•••••••••••••••••••••••••••••••• 65%

ATLANTA CITY
•••••••••••••••• 34%

OF YOUR 5245 STUDENTS TESTED IN MATH

3013 MAY NEED HELP ON PRIME NUMBERS.
4469 MAY NEED WORK ON MATH SENTENCES TO SHOW NUMBER PROPERTIES.
2139 MAY NEED WORK IN SOLVING PROBLEMS INVOLVING MULTIPLES.

>OBJECTIVE 8 SOLVES SIMPLE, ONE-VARIABLE OPEN SENTENCES.

PERCENT ACHIEVING OBJECTIVE (4 OF 6 CORRECT)

GEORGIA
•••••••••••••••••••••••••••••• 63%

METRO EPD
•••••••••••••••••••••••••••••••• 68%

ATLANTA CITY
•••••••••••••••••••• 42%

OF YOUR 5245 STUDENTS TESTED IN MATH

2206 SHOWED ABILITY TO SOLVE SIMPLE, OPEN SENTENCES WITH ONE VARIABLE.
3039 MAY NEED INSTRUCTION ON MEANING OF VARIABLES AND HELP SOLVING SIMPLE OPEN SENTENCES WITH ONE VARIABLE.

>OBJECTIVE 9 SUPPLIES MISSING ELEMENTS OF PAIRS WHEN GIVEN A RELATION, AND SPECIFIES RELATIONS.

PERCENT ACHIEVING OBJECTIVE (2 OF 7 CORRECT)

GEORGIA
********** 95%

METRO EPD
********** 95%

ATLANTA CITY
********** 89%

OF YOUR 5245 STUDENTS TESTED IN MATH

576 MAY NEED PRACTICE INTERPRETING INFORMATION WRITTEN AS SETS.

>OBJECTIVE 10 USES SET NOTATIONS, RULES, FORMULAS, MAPPINGS, TABLES, AND GRAPHS TO IDENTIFY RELATIONS.

PERCENT ACHIEVING OBJECTIVE (3 OF 6 CORRECT)

GEORGIA
********** 86%

METRO EPD
********** 88%

ATLANTA CITY
********** 75%

OF YOUR 5245 STUDENTS TESTED IN MATH

1300 MAY NEED PRACTICE USING VARIABLES IN RULES AND FORMULAS.

- - - -

GEORGIA CRITERION-REFERENCED TESTS

OBJECTIVE PROFILE REPORT

FOR ATLANTA CITY

GRADE 8 MATH SPRING ~~1980~~ XXXX 1981

>OBJECTIVE 13 IDENTIFIES THE RELATION OF TWO DIFFERENT SETS OF POINTS SUCH AS INSIDE, OUTSIDE, PARALLEL, PERPENDICULAR, SIMILAR, AND CONGRUENT.

PERCENT ACHIEVING OBJECTIVE (4 OF 6 CORRECT)

GEORGIA
********** 57%

METRO EPD
********** 63%

ATLANTA CITY
********** 34%

OF YOUR 5245 STUDENTS TESTED IN MATH

2506 MAY NEED HELP UNDERSTANDING CONGRUENCY.
4489 MAY BE CONFUSED WITH PARALLEL AND PERPENDICULAR.
3580 MAY NEED WORK ON TERMINOLOGY OF CIRCLE AND ITS POINT SETS.

>OBJECTIVE 14 SOLVES SIMPLE GEOMETRIC PROBLEMS BY USING DIRECT AND APPROXIMATE MEASUREMENTS, RATIOS OF SIMILAR POLYGONS, AND THE PYTHAGOREAN THEOREM.

PERCENT ACHIEVING OBJECTIVE (3 OF 5 CORRECT)

GEORGIA
********** 52%

METRO EPD
********** 58%

ATLANTA CITY
********** 31%

OF YOUR 5245 STUDENTS TESTED IN MATH

2884 MAY NEED WORK MEASURING ANGLES.
3432 MAY NEED HELP WITH RATIO, PROPORTION IN SIMILAR POLYGONS.
3728 MAY NEED HELP APPLYING PYTHAGOREAN PRINCIPLE.

-12-

>OBJECTIVE 15 APPLIES STANDARD MEASUREMENT FORMULAS SUCH AS PERIMETER AND AREA OF RECTANGLE, TRIANGLE, CIRCLE* VOLUME OF A RECTANGULAR SOLID* TIME-RATIO-DISTANCE.

PERCENT ACHIEVING OBJECTIVE (3 OF 6 CORRECT)

GEORGIA
********** 61%

METRO EPD
********** 64%

ATLANTA CITY
********** 40%

OF YOUR 5245 STUDENTS TESTED IN MATH

3084 MAY NEED WORK WITH VOLUME OF RECTANGLE SOLIDS.
1577 MAY NEED WORK WITH PERIMETER.
3543 MAY NEED HELP IN APPLYING "DISTANCE = RATE X TIME" FORMULA.
3711 MAY NEED WORK WITH FINDING AREA OF CIRCULAR REGIONS.

>OBJECTIVE 16 DETERMINES MEASUREMENTS OF LENGTH, AREA, VOLUME, WEIGHT, TIME, TEMPERATURE, MONEY, USING REAL NUMBERS* SPECIFIES REASONABLE ERROR OF MEASUREMENT.

PERCENT ACHIEVING OBJECTIVE (2 OF 5 CORRECT)

GEORGIA
********** 88%

METRO EPD
********** 90%

ATLANTA CITY
********** 80%

OF YOUR 5245 STUDENTS TESTED IN MATH

1465 MAY NEED PRACTICE IN MAKING CHANGE.
1863 MAY NEED WORK ROUNDING OFF, PARTICULARLY MORE THAN 3 DIGITS.
3004 MAY NEED HELP FINDING TIME MEASUREMENTS.
2871 MAY NEED WORK WITH TEMPERATURE MEASUREMENTS.

72

>OBJECTIVE 17 USES MEASUREMENT TO SOLVE PROBLEMS FROM OTHER FIELDS SUCH AS VOCATIONAL EDUCATION AND THE SCIENCES.

PERCENT ACHIEVING OBJECTIVE (2 OF 4 CORRECT)

GEORGIA
********** 62%

METRO EPD
********** 66%

ATLANTA CITY
******* 44%

OF YOUR 5245 STUDENTS TESTED IN MATH

2939 MAY NEED WORK FINDING FRACTION MULTIPLES IN MEASUREMENT.
3258 MAY NEED HELP WITH DECIMALS OR FRACTIONS IN APPLIED SITUATIONS.
3721 MAY NEED WORK IN SOLVING PROBLEMS THAT INVOLVE AREA OF RECTANGULAR REGIONS.
3469 MAY NEED HELP ESTIMATING MEASUREMENTSO READING METERS, GAUGE

>OBJECTIVE 18 CONSTRUCTS AND INTERPRETS DIFFERENT KINDS OF GRAPHS* DEMONSTRATES HOW SAMPLING MAY AFFECT INTERPRETATION OF DATA.

PERCENT ACHIEVING OBJECTIVE (3 OF 7 CORRECT)

GEORGIA
********** 90%

METRO EPD
********** 91%

ATLANTA CITY
******** 80%

OF YOUR 5245 STUDENTS TESTED IN MATH

1200 MAY NEED HELP INTERPRETING BAR GRAPHS.
3257 MAY NEED HELP INTERPRETING CIRCLE GRAPHS.
3272 MAY NEED HELP INTERPRETING LINE GRAPHS.
2172 MAY NEED PRACTICE IN SAMPLING.

>OBJECTIVE 19 IDENTIFIES RANGE, MEAN, MEDIAN, AND MODE OF GIVEN DATA* RECOGNIZES MISUSES OF THESE TERMS IN THE INTERPRETATION OF DATA.

PERCENT ACHIEVING OBJECTIVE (2 OF 4 CORRECT)

GEORGIA
********** 69%

METRO EPD
********** 72%

ATLANTA CITY
******** 54%

OF YOUR 5245 STUDENTS TESTED IN MATH

3655 MAY NEED WORK FINDING AVERAGE, PARTICULARLY IN TABLES.
4063 MAY NEED WORK FINDING RANGE OF DATA, PARTICULARLY IN TABLES.
2624 MAY NEED HELP FINDING MEDIAN, PARTICULARLY IN TABLES.
1920 MAY NEED HELP FINDING MODE, PARTICULARLY IN TABLES.

>OBJECTIVE 20 ASSIGNS OR ESTIMATES PROBABILITIES OF CHANCE EVENTS.

PERCENT ACHIEVING OBJECTIVE (3 OF 5 CORRECT)

GEORGIA
********** 77%

METRO EPD
********** 79%

ATLANTA CITY
******** 60%

OF YOUR 5245 STUDENTS TESTED IN MATH

1725 MAY NEED WORK ASSIGNING RATIO OF SUCCESSFUL OUTCOMES TO TOTAL NUMBER OF OUTCOMES.

TENTH GRADE RESULTS

Performance on the tenth grade Basic Skills Test is reported in terms of scale scores which range in value from 75 to 140. The same scale of measurement is used for reporting the results of each of the skill areas. Moreover, the same scale will be used in all future administrations and editions of the test. Thus, it is possible to make comparisons among skill areas on the test; it also will be possible to make longitudinal comparisons in subsequent years.

The reading and mathematics skill areas and indicator clusters are shown in Tables 17 and 18.

Comparison of Reading and Mathematics Performance

Mean scale scores for the reading and mathematics subtests and for the skill areas are presented in Table 19 for students in Atlanta and throughout Georgia. For both groups of students, performance was higher for reading than for mathematics. For Atlanta students, the mean scale score in reading was 102 compared to a mean scale score of 97 in mathematics. The mean scale score in reading for students statewide was 112 compared to a mean scale score of 109 in mathematics. On the average, students throughout Georgia scored 10 points higher than students in Atlanta on reading and 12 points higher in mathematics.

Range of Scores

For Atlanta students, the reading scale scores ranged from a low of 101 in Literal Comprehension to a high of 110 in Problem Solving. Statewide, the range in scale scores extended from 111 in Study Skills to 120 in Problem Solving.

The mathematics scores in Atlanta were lowest on Concept Identification and Component Operations. The mean scale score in both cases was 97. The mean scale score of 117 in Problem Solving represented the skill area of highest performance. Students throughout Georgia also scored lowest in Component Operations and highest in Problem Solving. The mean scale scores were 107 and 123, respectively.

Within the reading subtest, Atlanta scores were closest to Georgia scores in Study Skills and deviated the most from Georgia performance in Literal Comprehension. In mathematics, the performance of Atlanta students was closest to students statewide on Problem Solving and differed the most in Concept Identification.

Other Comparisons

Table 20 is a reprint of the State Department of Education Summary Reports for the Basic Skills Test. The Atlanta systemwide results appear on the first page of the table. The subsequent pages present results for each of the high schools. Comparisons to the statewide performance and to the performance of students in the Metro EPD are provided.

TABLE 17

READING INDICATOR CLUSTERS
BASIC SKILLS TEST

LITERAL COMPREHENSION — This skill area involves understanding information which is explicitly stated in written material.

*Cluster 1: The student distinguishes between fact and opinion.

Cluster 2: The student interprets semantic relationships.

*Cluster 3: The student recognizes explicitly stated main ideas, details, sequences of events, and cause and effect relationships.

Cluster 4: The student follows directions.

INFERENTIAL COMPREHENSION — This skill area involves understanding information which can be determined from written material even though it is not directly stated in the material.

Cluster 5: The student interprets figurative language.

Cluster 6: The student recognizes propaganda techniques.

*Cluster 7: The student recognizes implicitly stated main ideas, details, sequences of events and cause and effect relationships.

*Cluster 8: The student makes predictions, generalizations and comparisons.

*Cluster 9: The student draws conclusions.

STUDY SKILLS — This skill area involves locating, recognizing, interpreting and evaluating information needed for making decisions or solving problems.

*Cluster 10: The student interprets graphic information instructions and labeling information, forms and applications, transportation information, occupational and career information.

*Cluster 11: The student recognizes relevance of data.

*Cluster 12: The student recognizes appropriate reference resources.

*Cluster 13: The student locates information in reference materials.

*This skill is also a problem-solving skill.

TABLE 18

MATHEMATICS INDICATOR CLUSTERS
BASIC SKILLS TEST

CONCEPT IDENTIFICATION — This skill area concerns the basic vocabulary of mathematics and the interrelationship of different kinds of numbers.

Cluster 1:	The student translates from words to numerals and the reverse.
Cluster 2:	The student orders fractions, decimals or percents.
Cluster 3:	The student translates from decimals to percents and the reverse.
Cluster 4:	The student translates from fractions to percents and the reverse.
Cluster 5:	The student translates from fractions to decimals and the reverse.
Cluster 13:	The student determines probabilities.
Cluster 16:	The student identifies customary or metric units to measure length, area, volume, weight, time and temperature.
Cluster 20:	The student identifies sets of points using standard names.
Cluster 21:	The student identifies geometric relations and properties.
Cluster 22:	The student identifies points on cartesian coordinates.

COMPONENT OPERATIONS — This skill area involves actions using numbers. The student must be able to add, subtract, multiply and divide numbers as well as to use units of measurement.

Cluster 7:	The student computes with whole numbers, fractions, decimals and percents.
Cluster 12:	The student computes the mean and median.
Cluster 17:	The student applies customary or metric units of measurement to determine length, area, volume, weight, time and temperature.
*Cluster 18:	The student estimates numbers (results) using rounded numbers, with or without units of measurement.
Cluster 19:	The student determines amounts of money.

ANALYSIS AND SYNTHESIS — This skill area requires the student to select the appropriate concepts and/or operations necessary to solve problems.

Cluster 6:	The student selects appropriate operations for a given problem situation.
Cluster 8:	The student applies properties of operations.
*Cluster 9:	The student solves simple word problems.
Cluster 10:	The student applies proportions.
Cluster 11:	The student applies formulas.
*Cluster 14:	The student organizes data into tables, charts and graphs.
*Cluster 15:	The student interprets data in the form of tables, charts and graphs.

*This skill is also a problem-solving skill.

TABLE 19

BASIC SKILLS TEST MEAN SCALE SCORES
SPRING 1981

Skill Area	Scale Score		
	Atlanta	Georgia	Diff.
Reading	102	112	-10
Literal Comprehension	101	112	-11
Inferential Comprehension	104	114	-10
Study Skills	102	111	- 9
Problem Solving	110	120	-10
Mathematics	97	109	-12
Concept Identification	97	110	-13
Component Operations	97	107	-10
Analysis and Synthesis	100	109	- 9
Problem Solving	117	123	- 6

TABLE 20

SYSTEM REPORT for: ATLANTA CITY

781
SPRING 1981
5165
0233204

BASIC SKILLS TESTS

Grade 10

Skill Area	Average Scale Score		Total Scale Score Counts and Cumulative Percents														
			75	80	85	90	95	100	105	110	115	120	125	130	135	140	
READING	102		437	255	270	408	469	435	591	446	419	390	249	239	127	109	115
Literal Comprehension	101	CP(SYSTEM):	9%	14%	19%	28%	37%	46%	58%	67%	75%	83%	88%	93%	95%	98%	100%
Inferential Comprehension	104	CP(EPD):	4%	6%	9%	13%	18%	23%	31%	39%	48%	59%	68%	78%	85%	91%	100%
Study Skills	102	CP(STATE):	4%	6%	9%	14%	21%	28%	38%	46%	56%	67%	75%	84%	89%	94%	100%
Problem Solving	110																
MATHEMATICS	97		359	350	528	607	592	552	528	454	288	229	179	91	87	38	74
Concept Identification	97	CP(SYSTEM):	7%	14%	25%	37%	49%	60%	71%	80%	86%	91%	94%	96%	98%	99%	100%
Component Operations	97	CP(EPD):	3%	5%	10%	16%	23%	31%	40%	50%	58%	67%	76%	82%	88%	91%	100%
Analysis & Synthesis Tasks	100	CP(STATE):	2%	5%	11%	18%	26%	36%	46%	57%	66%	74%	83%	87%	92%	94%	100%
Problem Solving	117																

STATE READING MEAN = 112.

Reading Skills Summary

MORE THAN 50% OF YOUR STUDENTS SCORED BELOW THE STATE MEAN IN READING INDICATOR CLUSTER(S) 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, AND 13, WHICH ARE LISTED ON THE BACK OF THIS REPORT.

THE FOLLOWING SUMMARIZES YOUR SYSTEM'S PERFORMANCE. LISTED ARE THE PERCENTAGES OF STUDENTS SCORING ABOVE THE STATE MEAN ON EACH INDICATOR CLUSTER:

1	34%	4	**	7	32%	10	32%	13	34%	
2	48%	5	37%	8	38%	11	36%			
3	32%	6	32%	9	33%	12	42%			

80

STATE MATHEMATICS MEAN = 109.

Mathematics Skills Summary

MORE THAN 50% OF YOUR STUDENTS SCORED BELOW THE STATE MEAN IN MATHEMATICS INDICATOR CLUSTER(S) 2, 3, 4, 5, 6, 7, 9, 11, 12, 14, 15, 16, 17, 19, 20, AND 21, WHICH ARE LISTED ON THE BACK OF THIS REPORT.

THE FOLLOWING SUMMARIZES YOUR SYSTEM'S PERFORMANCE. LISTED ARE THE PERCENTAGES OF STUDENTS SCORING ABOVE THE STATE MEAN ON EACH INDICATOR CLUSTER:

1	**	5	30%	9	46%	13	**	17	17%	21	29%	
2	22%	8	22%	10	**	14	26%	18	**	22	**	
3	43%	7	26%	11	42%	15	43%	19	40%			
4	19%	8	**	12	39%	16	21%	20	35%			

8

GEORGIA CRITERION-REFERENCED TESTS

SCHOOL REPORT for: S H ARCHER HIGH SCH

Code No.: 781 4050
Date Tested: SPRING 1981
Number Tested: 162
Process No.: 0230007

BASIC SKILLS TESTS

Grade 10

Skill Area	Average Scale Score		Total Scale Score Counts and Cumulative Percents 75 80 85 90 95 100 105 110 115 120 125 130 135 140
READING	93		23 14 12 25 22 16 15 4 7 8 4 3 2
Literal Comprehension	91	CP(SCHOOL):	15% 24% 32% 48% 62% 72% 82% 85% 89% 94% 97% 99% 100% 100% 100%
Inferential Comprehension	93	CP(SYSTEM):	9% 14% 19% 28% 37% 46% 58% 67% 75% 83% 88% 93% 95% 98% 100%
Study Skills	93	CP(EPD):	4% 6% 9% 13% 18% 23% 31% 39% 48% 59% 68% 78% 85% 91% 100%
Problem Solving	102	CP(STATE):	4% 6% 9% 14% 21% 28% 38% 46% 56% 67% 75% 84% 89% 94% 100%
MATHEMATICS	91		17 14 38 25 16 13 11 7 4 4 2 2 1 1
Concept Identification	89	CP(SCHOOL):	11% 20% 45% 61% 71% 78% 86% 91% 94% 96% 97% 99% 99% 99% 100%
Component Operations	90	CP(SYSTEM):	7% 14% 25% 37% 49% 60% 71% 80% 86% 91% 94% 96% 98% 99% 100%
Analysis & Synthesis Tasks	93	CP(EPD):	3% 5% 10% 16% 23% 31% 40% 50% 58% 67% 76% 82% 88% 91% 100%
Problem Solving	111	CP(STATE):	2% 5% 11% 18% 26% 36% 46% 57% 66% 74% 83% 87% 92% 94% 100%

STATE READING MEAN = 112.

Reading Skills Summary

MORE THAN 50% OF YOUR STUDENTS SCORED BELOW THE STATE MEAN IN READING INDICATOR CLUSTER(S) 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, AND 13, WHICH ARE LISTED ON THE BACK OF THIS REPORT.

THE FOLLOWING SUMMARIZES YOUR SCHOOL'S PERFORMANCE. LISTED ARE THE PERCENTAGES OF STUDENTS SCORING ABOVE THE STATE MEAN ON EACH INDICATOR CLUSTER:

1	12%	4	**	7	13%	10	20%	13	18%
2	34%	5	17%	8	17%	11	23%		
3	15%	6	19%	9	21%	12	23%		

82

STATE MATHEMATICS MEAN = 109.

Mathematics Skills Summary

MORE THAN 50% OF YOUR STUDENTS SCORED BELOW THE STATE MEAN IN MATHEMATICS INDICATOR CLUSTER(S) 2, 3, 4, 5, 6, 7, 9, 11, 12, 14, 15, 16, 17, 19, 20, AND 21, WHICH ARE LISTED ON THE BACK OF THIS REPORT.

THE FOLLOWING SUMMARIZES YOUR SCHOOL'S PERFORMANCE. LISTED ARE THE PERCENTAGES OF STUDENTS SCORING ABOVE THE STATE MEAN ON EACH INDICATOR CLUSTER:

1	**	5	15%	9	34%	13	**	17	10%	21	15%
2	14%	6	08%	10	**	14	15%	18	**	22	**
3	26%	7	16%	11	32%	15	31%	19	28%		
4	08%	8	**	12	26%	16	12%	20	28%		

83

**NOTE: This form of the test contains too few items (less than 3) to provide a separate score on this cluster. Items from this cluster are included in the appropriate skill area score.

SCHOOL REPORT for: BASS HIGH

761 2051
SPRING 1981
171
0230333

Skill Area	Average Scale Score		Total Scale Score Counts and Cumulative Percents														
			75	80	85	90	95	100	105	110	115	120	125	130	135	140	
READING	97		15	18	12	15	21	18	17	10	11	13	8	7	2		1
Literal Comprehension	97	CP(SCHOOL):	9%	19%	26%	35%	48%	58%	69%	75%	81%	89%	94%	98%	99%	99%	100%
Inferential Comprehension	99	CP(SYSTEM):	9%	14%	19%	28%	37%	46%	58%	67%	75%	83%	88%	93%	95%	98%	100%
Study Skills	97	CP(EPD):	4%	6%	9%	13%	18%	23%	31%	39%	48%	59%	68%	78%	85%	91%	100%
Problem Solving	106	CP(STATE):	4%	6%	9%	14%	21%	28%	38%	46%	56%	67%	75%	84%	89%	94%	100%
MATHEMATICS	95		9	13	20	25	23	21	17	15	7	5	3	3	4		
Concept Identification	94	CP(SCHOOL):	5%	13%	25%	41%	55%	67%	78%	87%	91%	94%	96%	98%	100%	100%	100%
Component Operations	94	CP(SYSTEM):	7%	14%	25%	37%	49%	60%	71%	80%	86%	91%	94%	96%	98%	99%	100%
Analysis & Synthesis Tasks	98	CP(EPD):	3%	5%	10%	16%	23%	31%	40%	50%	58%	67%	76%	82%	88%	91%	100%
Problem Solving	116	CP(STATE):	2%	5%	11%	18%	26%	36%	46%	57%	66%	74%	83%	87%	92%	94%	100%

STATE READING MEAN = 112.

STATE MATHEMATICS MEAN = 109.

Reading Skills Summary

MORE THAN 50% OF YOUR STUDENTS SCORED BELOW THE STATE MEAN IN READING INDICATOR CLUSTER(S) 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, AND 13, WHICH ARE LISTED ON THE BACK OF THIS REPORT.

THE FOLLOWING SUMMARIZES YOUR SCHOOL'S PERFORMANCE. LISTED ARE THE PERCENTAGES OF STUDENTS SCORING ABOVE THE STATE MEAN ON EACH INDICATOR CLUSTER:

1	33%	4	**	7	26%	10	26%	13	26%	
2	41%	5	25%	8	30%	11	23%			
3	27%	6	32%	9	26%	12	32%			

Mathematics Skills Summary

MORE THAN 50% OF YOUR STUDENTS SCORED BELOW THE STATE MEAN IN MATHEMATICS INDICATOR CLUSTER(S) 2, 3, 4, 5, 6, 7, 9, 11, 12, 14, 15, 16, 17, 19, 20, AND 21, WHICH ARE LISTED ON THE BACK OF THIS REPORT.

THE FOLLOWING SUMMARIZES YOUR SCHOOL'S PERFORMANCE. LISTED ARE THE PERCENTAGES OF STUDENTS SCORING ABOVE THE STATE MEAN ON EACH INDICATOR CLUSTER:

1	**	5	29%	9	39%	13	**	17	07%	21	16%
2	19%	6	17%	10	**	14	22%	18	**	22	**
3	45%	7	24%	11	41%	15	42%	19	33%		
4	18%	8	**	12	28%	16	13%	20	17%		

GEORGIA CRITERION REFERENCED TESTS

SCHOOL REPORT for: BROWN HIGH

761 4053
SPRING 1981
244
0230678

BASIC SKILLS TESTS
Grade 10

Skill Area	Average Scale Score		Total Scale Score Counts and Cumulative Percents													
			75	80	85	90	95	100	105	110	115	120	125	130	135	140
READING	99		29	9	9	21	18	27	36	27	24	15	12	8	3	3
Literal Comprehension	97	CP(SCHOOL):	12%	16%	20%	28%	36%	47%	62%	73%	83%	89%	94%	98%	99%	100%
Inferential Comprehension	101	CP(SYSTEM):	9%	14%	19%	28%	37%	46%	58%	67%	75%	83%	88%	93%	95%	98%
Study Skills	100	CP(EPD):	4%	6%	9%	13%	18%	23%	31%	39%	48%	59%	68%	78%	85%	91%
Problem Solving	108	CP(STATE):	4%	6%	9%	14%	21%	28%	38%	46%	58%	67%	75%	84%	89%	94%
MATHEMATICS	92		28	15	40	23	34	35	25	15	5	10	4	1	2	1
Concept Identification	91	CP(SCHOOL):	12%	18%	35%	45%	59%	74%	84%	90%	92%	97%	98%	99%	100%	100%
Component Operations	91	CP(SYSTEM):	7%	14%	25%	37%	49%	60%	71%	80%	86%	91%	94%	96%	98%	99%
Analysis & Synthesis Tasks	95	CP(EPD):	3%	5%	10%	16%	23%	31%	40%	50%	58%	67%	76%	82%	88%	91%
Problem Solving	113	CP(STATE):	2%	5%	11%	18%	26%	36%	46%	57%	66%	74%	83%	87%	92%	94%

STATE READING MEAN = 112.

Reading Skills Summary

MORE THAN 50% OF YOUR STUDENTS SCORED BELOW THE STATE MEAN IN READING INDICATOR CLUSTER(S) 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, AND 13, WHICH ARE LISTED ON THE BACK OF THIS REPORT.

THE FOLLOWING SUMMARIZES YOUR SCHOOL'S PERFORMANCE. LISTED ARE THE PERCENTAGES OF STUDENTS SCORING ABOVE THE STATE MEAN ON EACH INDICATOR CLUSTER:

1	26%	4	**	7	28%	10	35%	13	36%	
2	43%	5	37%	8	35%	11	30%			
3	23%	6	32%	9	29%	12	35%			

STATE MATHEMATICS MEAN = 109.

Mathematics Skills Summary

MORE THAN 50% OF YOUR STUDENTS SCORED BELOW THE STATE MEAN IN MATHEMATICS INDICATOR CLUSTER(S) 2, 3, 4, 5, 6, 7, 9, 11, 12, 14, 15, 16, 17, 19, 20, AND 21, WHICH ARE LISTED ON THE BACK OF THIS REPORT.

THE FOLLOWING SUMMARIZES YOUR SCHOOL'S PERFORMANCE. LISTED ARE THE PERCENTAGES OF STUDENTS SCORING ABOVE THE STATE MEAN ON EACH INDICATOR CLUSTER:

1	**	5	17%	9	35%	13	**	17	13%	21	24%
2	12%	6	19%	10	**	14	20%	18	**	22	**
3	43%	7	11%	11	37%	15	32%	19	33%		
4	11%	8	**	12	32%	16	13%	20	29%		

SCHOOL REPORT for: CARVER HIGH

761 3055
SPRING 1981
165
0231165

BASIC SKILLS TESTS
Grade 10

Skill Area	Average Scale Score		Total Scale Score Counts and Cumulative Percents														
			75	80	85	90	95	100	105	110	115	120	125	130	135	140	
READING	88		37	18	13	21	17	19	17	6	10	3	1				
Literal Comprehension	85	CP(SCHOOL):	23%	33%	41%	54%	65%	77%	88%	91%	98%	99%	100%	100%	100%	100%	100%
Inferential Comprehension	89	CP(SYSTEM):	9%	14%	19%	28%	37%	46%	58%	67%	75%	83%	88%	93%	95%	98%	100%
Study Skills	89	CP(EPD):	4%	6%	9%	13%	18%	23%	31%	39%	48%	59%	68%	78%	85%	91%	100%
Problem Solving	97	CP(STATE):	4%	6%	9%	14%	21%	28%	38%	46%	56%	67%	75%	84%	89%	94%	100%
MATHEMATICS	85		29	24	33	26	19	11	10	1	2		2				
Concept Identification	83	CP(SCHOOL):	18%	34%	55%	71%	83%	90%	97%	97%	99%	99%	100%	100%	100%	100%	100%
Component Operations	83	CP(SYSTEM):	7%	14%	25%	37%	49%	60%	71%	80%	86%	91%	94%	96%	98%	99%	100%
Analysis & Synthesis Tasks	89	CP(EPD):	3%	5%	10%	16%	23%	31%	40%	50%	58%	67%	76%	82%	88%	91%	100%
Problem Solving	107	CP(STATE):	2%	5%	11%	18%	26%	36%	46%	57%	66%	74%	83%	87%	92%	94%	100%

STATE READING MEAN = 112.

Reading Skills Summary

MORE THAN 50% OF YOUR STUDENTS SCORED BELOW THE STATE MEAN IN READING INDICATOR CLUSTER(S) 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, AND 13, WHICH ARE LISTED ON THE BACK OF THIS REPORT.

THE FOLLOWING SUMMARIZES YOUR SCHOOL'S PERFORMANCE. LISTED ARE THE PERCENTAGES OF STUDENTS SCORING ABOVE THE STATE MEAN ON EACH INDICATOR CLUSTER:

1	10%	4	**	7	11%	10	17%	13	14%
2	27%	5	13%	8	11%	11	17%		
3	06%	6	16%	9	22%	12	19%		

83

STATE MATHEMATICS MEAN = 109.

Mathematics Skills Summary

MORE THAN 50% OF YOUR STUDENTS SCORED BELOW THE STATE MEAN IN MATHEMATICS INDICATOR CLUSTER(S) 2, 3, 4, 5, 6, 7, 9, 11, 12, 14, 15, 16, 17, 19, 20, AND 21, WHICH ARE LISTED ON THE BACK OF THIS REPORT.

THE FOLLOWING SUMMARIZES YOUR SCHOOL'S PERFORMANCE. LISTED ARE THE PERCENTAGES OF STUDENTS SCORING ABOVE THE STATE MEAN ON EACH INDICATOR CLUSTER:

1	**	5	08%	9	27%	13	**	17	02%	21	11%
2	05%	6	09%	10	**	14	11%	18	**	22	**
3	27%	7	03%	11	14%	15	28%	19	31%		
4	06%	8	**	12	20%	16	06%	20	10%		

93

GEORGIA MINIMUM COMPETENCY TESTS

SCHOOL REPORT for: DOWNTOWN LEARNING CT

761 4558
SPRING 1981
32
0232367

BASIC SKILLS TESTS
Grade 10

Skill Area	Average Scale Score		Total Scale Score Counts and Cumulative Percents														
			75	80	85	90	95	100	105	110	115	120	125	130	135	140	
READING	101		3	3	1	3	6	1	3	4	2	1		2			3
Literal Comprehension	98	CP(SCHOOL):	9%	19%	22%	31%	50%	53%	63%	75%	81%	84%	84%	91%	91%	91%	100%
Inferential Comprehension	102	CP(SYSTEM):	9%	14%	19%	28%	37%	46%	58%	67%	75%	83%	88%	93%	95%	98%	100%
Study Skills	102	CP(EPD):	4%	6%	9%	13%	18%	23%	31%	39%	48%	59%	68%	78%	85%	91%	100%
Problem Solving	110	CP(STATE):	4%	6%	9%	14%	21%	28%	38%	46%	56%	67%	75%	84%	89%	94%	100%
MATHEMATICS	94		2	3	5	8	2	4		1	3	2	2				
Concept Identification	92	CP(SCHOOL):	6%	16%	31%	56%	63%	75%	75%	78%	88%	94%	100%	100%	100%	100%	100%
Component Operations	95	CP(SYSTEM):	7%	14%	25%	37%	49%	60%	71%	80%	86%	91%	94%	96%	98%	99%	100%
Analysis & Synthesis Tasks	97	CP(EPD):	3%	5%	10%	16%	23%	31%	40%	50%	58%	67%	76%	82%	88%	91%	100%
Problem Solving	114	CP(STATE):	2%	5%	11%	18%	26%	36%	46%	57%	66%	74%	83%	87%	92%	94%	100%

-54-

STATE READING MEAN = 112.

Reading Skills Summary

MORE THAN 50% OF YOUR STUDENTS SCORED BELOW THE STATE MEAN IN READING INDICATOR CLUSTER(S) 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, AND 13, WHICH ARE LISTED ON THE BACK OF THIS REPORT.

THE FOLLOWING SUMMARIZES YOUR SCHOOL'S PERFORMANCE. LISTED ARE THE PERCENTAGES OF STUDENTS SCORING ABOVE THE STATE MEAN ON EACH INDICATOR CLUSTER:

1	28%	4	**	7	28%	10	34%	13	31%	
2	41%	5	41%	8	34%	11	38%			
3	28%	6	22%	9	31%	12	31%			

90

STATE MATHEMATICS MEAN = 109.

Mathematics Skills Summary

MORE THAN 50% OF YOUR STUDENTS SCORED BELOW THE STATE MEAN IN MATHEMATICS INDICATOR CLUSTER(S) 2, 3, 4, 5, 6, 7, 9, 11, 12, 14, 15, 16, 17, 19, 20, AND 21, WHICH ARE LISTED ON THE BACK OF THIS REPORT.

THE FOLLOWING SUMMARIZES YOUR SCHOOL'S PERFORMANCE. LISTED ARE THE PERCENTAGES OF STUDENTS SCORING ABOVE THE STATE MEAN ON EACH INDICATOR CLUSTER:

1	**	5	22%	9	44%	13	**	17	19%	21	19%	
2	16%	6	28%	10	**	14	16%	18	**	22	**	
3	41%	7	19%	11	22%	15	22%	19	31%			
4	13%	8	**	12	31%	16	16%	20	25%			

91

(**) This row of statistics contains too few items (fewer than 3) to provide a scale score. Any objectives listed from this cluster are included in the appropriate skill area score.

SCHOOL REPORT for: FREDERICK DOUGLASS

781 4058
SPRING 1981
435
0231496

Skill Area	Average Scale Score		Total Scale Score Counts and Cumulative Percents														
			75	80	85	90	95	100	105	110	115	120	125	130	135	140	
READING	108		20	11	20	20	29	28	49	53	39	47	23	32	15	18	14
Literal Comprehension	107	CP(SCHOOL):	5%	7%	12%	17%	24%	30%	42%	55%	64%	76%	81%	89%	93%	97%	100%
Inferential Comprehension	110	CP(SYSTEM):	9%	14%	19%	28%	37%	46%	58%	67%	75%	83%	88%	93%	95%	98%	100%
Study Skills	108	CP(EPD):	4%	6%	9%	13%	18%	23%	31%	39%	48%	59%	68%	78%	85%	91%	100%
Problem Solving	116	CP(STATE):	4%	6%	9%	14%	21%	28%	38%	46%	56%	67%	75%	84%	89%	94%	100%
MATHEMATICS	104		16	13	26	35	50	44	43	52	44	28	23	10	13	4	14
Concept Identification	104	CP(SCHOOL):	4%	7%	13%	22%	34%	44%	55%	67%	78%	85%	90%	93%	96%	97%	100%
Component Operations	103	CP(SYSTEM):	7%	14%	25%	37%	49%	60%	71%	80%	86%	91%	94%	96%	98%	99%	100%
Analysis & Synthesis Tasks	105	CP(EPD):	3%	5%	10%	16%	23%	31%	40%	50%	58%	67%	76%	82%	88%	91%	100%
Problem Solving	120	CP(STATE):	2%	5%	11%	18%	26%	36%	46%	57%	66%	74%	83%	87%	92%	94%	100%

STATE READING MEAN = 112.

Reading Skills Summary

MORE THAN 50% OF YOUR STUDENTS SCORED BELOW THE STATE MEAN IN READING INDICATOR CLUSTER(S) 1, 3, 5, 6, 7, 8, 9, 10, 11, AND 13, WHICH ARE LISTED ON THE BACK OF THIS REPORT.

THE FOLLOWING SUMMARIZES YOUR SCHOOL'S PERFORMANCE. LISTED ARE THE PERCENTAGES OF STUDENTS SCORING ABOVE THE STATE MEAN ON EACH INDICATOR CLUSTER:

1	41%	4	**	7	42%	10	38%	13	45%	
2	55%	5	45%	8	48%	11	47%			
3	43%	6	41%	9	42%	12	53%			

STATE MATHEMATICS MEAN = 109.

Mathematics Skills Summary

MORE THAN 50% OF YOUR STUDENTS SCORED BELOW THE STATE MEAN IN MATHEMATICS INDICATOR CLUSTER(S) 2, 3, 4, 5, 6, 7, 14, 15, 16, 17, 19, 20, AND 21, WHICH ARE LISTED ON THE BACK OF THIS REPORT.

THE FOLLOWING SUMMARIZES YOUR SCHOOL'S PERFORMANCE. LISTED ARE THE PERCENTAGES OF STUDENTS SCORING ABOVE THE STATE MEAN ON EACH INDICATOR CLUSTER:

1	**	5	45%	9	53%	13	**	17	25%	21	43%
2	31%	6	33%	10	**	14	35%	18	**	22	**
3	44%	7	40%	11	58%	15	47%	19	46%		
4	26%	8	**	12	56%	16	27%	20	48%		

GEORGIA CRITERION-REFERENCED TESTS

SCHOOL REPORT for: EAST ATLANTA HIGH

761 1559
SPRING 1981
138
0232432

BASIC SKILLS TESTS

Grade 10

Skill Area	Average Scale Score		Total Scale Score Counts and Cumulative Percents														
			75	80	85	90	95	100	105	110	115	120	125	130	135	140	
READING	92		28	13	10	10	17	9	16	7	13	5	2	4		1	
Literal Comprehension	90	CP(SCHOOL):	21%	30%	38%	45%	58%	64%	76%	81%	91%	95%	96%	99%	99%	100%	100%
Inferential Comprehension	95	CP(SYSTEM):	9%	14%	19%	28%	37%	46%	58%	67%	75%	83%	88%	93%	95%	98%	100%
Study Skills	91	CP(EPD):	4%	6%	9%	13%	18%	23%	31%	39%	48%	59%	68%	78%	85%	91%	100%
Problem Solving	102	CP(STATE):	4%	6%	9%	14%	21%	28%	38%	46%	56%	67%	75%	84%	89%	94%	100%
MATHEMATICS	92		21	20	12	15	12	11	18	8	8	8	2	2	1		
Concept Identification	90	CP(SCHOOL):	15%	30%	39%	50%	59%	67%	79%	85%	90%	96%	98%	99%	100%	100%	100%
Component Operations	92	CP(SYSTEM):	7%	14%	25%	37%	49%	60%	71%	80%	86%	91%	94%	96%	98%	99%	100%
Analysis & Synthesis Tasks	94	CP(EPD):	3%	5%	10%	16%	23%	31%	40%	50%	58%	67%	76%	82%	88%	91%	100%
Problem Solving	111	CP(STATE):	2%	5%	11%	18%	26%	36%	46%	57%	66%	74%	83%	87%	92%	94%	100%

STATE READING MEAN = 112.

Reading Skills Summary

MORE THAN 50% OF YOUR STUDENTS SCORED BELOW THE STATE MEAN IN READING INDICATOR CLUSTER(S) 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, AND 13, WHICH ARE LISTED ON THE BACK OF THIS REPORT.

THE FOLLOWING SUMMARIZES YOUR SCHOOL'S PERFORMANCE. LISTED ARE THE PERCENTAGES OF STUDENTS SCORING ABOVE THE STATE MEAN ON EACH INDICATOR CLUSTER:

1	22%	4	**	7	21%	10	10%	13	19%
2	34%	5	25%	8	24%	11	26%		
3	15%	6	22%	9	22%	12	24%		

STATE MATHEMATICS MEAN = 109.

Mathematics Skills Summary

MORE THAN 50% OF YOUR STUDENTS SCORED BELOW THE STATE MEAN IN MATHEMATICS INDICATOR CLUSTER(S) 2, 3, 4, 5, 6, 7, 9, 11, 12, 14, 15, 16, 17, 19, 20, AND 21, WHICH ARE LISTED ON THE BACK OF THIS REPORT.

THE FOLLOWING SUMMARIZES YOUR SCHOOL'S PERFORMANCE. LISTED ARE THE PERCENTAGES OF STUDENTS SCORING ABOVE THE STATE MEAN ON EACH INDICATOR CLUSTER:

1	**	5	20%	9	36%	13	**	17	16%	21	26%
2	20%	6	15%	10	**	14	13%	18	**	22	**
3	40%	7	22%	11	38%	15	38%	19	36%		
4	09%	8	**	12	34%	16	19%	20	29%		

SCHOOL REPORT for: FULTON HIGH SCHOOL

761 1060
SPRING 1981
247
0232709

BASIC SKILLS TESTS
Grade 10

Skill Area	Average Scale Score		Total Scale Score Counts and Cumulative Percents														
			75	80	85	90	95	100	105	110	115	120	125	130	135	140	
READING	100		18	11	19	27	28	29	31	31	13	14	9	11	4	2	1
Literal Comprehension	98	CP(SCHOOL):	7%	12%	20%	30%	41%	53%	65%	78%	83%	89%	93%	97%	99%	100%	100%
Inferential Comprehension	101	CP(SYSTEM):	9%	14%	19%	28%	37%	46%	58%	67%	75%	83%	88%	93%	95%	98%	100%
Study Skills	100	CP(EPD):	4%	6%	9%	13%	18%	23%	31%	39%	48%	59%	68%	78%	85%	91%	100%
Problem Solving	109	CP(STATE):	4%	6%	9%	14%	21%	28%	38%	46%	56%	67%	75%	84%	89%	94%	100%
MATHEMATICS	104		8	15	20	26	26	16	18	28	28	18	15	9	8	5	8
Concept Identification	102	CP(SCHOOL):	3%	9%	17%	28%	39%	45%	52%	64%	75%	83%	89%	92%	96%	98%	100%
Component Operations	105	CP(SYSTEM):	7%	14%	25%	37%	49%	60%	71%	80%	86%	91%	94%	96%	98%	99%	100%
Analysis & Synthesis Tasks	108	CP(EPD):	3%	5%	10%	16%	23%	31%	40%	50%	58%	67%	76%	82%	88%	91%	100%
Problem Solving	124	CP(STATE):	2%	5%	11%	18%	26%	36%	46%	57%	66%	74%	83%	87%	92%	94%	100%

STATE READING MEAN = 112.

Reading Skills Summary

MORE THAN 50% OF YOUR STUDENTS SCORED BELOW THE STATE MEAN IN READING INDICATOR CLUSTER(S) 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, AND 13, WHICH ARE LISTED ON THE BACK OF THIS REPORT.

THE FOLLOWING SUMMARIZES YOUR SCHOOL'S PERFORMANCE. LISTED ARE THE PERCENTAGES OF STUDENTS SCORING ABOVE THE STATE MEAN ON EACH INDICATOR CLUSTER:

1	24%	4	**	7	25%	10	35%	13	30%	
2	46%	5	31%	8	32%	11	33%			
3	26%	6	33%	9	29%	12	34%			

98

STATE MATHEMATICS MEAN = 109.

Mathematics Skills Summary

MORE THAN 50% OF YOUR STUDENTS SCORED BELOW THE STATE MEAN IN MATHEMATICS INDICATOR CLUSTER(S) 2, 4, 5, 6, 7, 11, 14, 16, 17, 20, AND 21, WHICH ARE LISTED ON THE BACK OF THIS REPORT.

THE FOLLOWING SUMMARIZES YOUR SCHOOL'S PERFORMANCE. LISTED ARE THE PERCENTAGES OF STUDENTS SCORING ABOVE THE STATE MEAN ON EACH INDICATOR CLUSTER:

1	**	5	34%	9	63%	13	**	17	35%	21	39%
2	26%	6	27%	10	**	14	31%	18	**	22	**
3	61%	7	33%	11	50%	15	55%	19	54%		
4	28%	8	**	12	55%	16	32%	20	46%		

97

SCHOOL REPORT for: W F GEORGE

761 0273
SPRING 1981
350
0233204

Skill Area	Average Scale Score		Total Scale Score Counts and Cumulative Percents														
			75	80	85	90	95	100	105	110	115	120	125	130	135	140	
READING	97		50	19	22	38	31	31	38	22	33	20	12	9	9	3	3
Literal Comprehension	98	CP(SCHOOL):	15%	20%	27%	38%	47%	56%	67%	74%	83%	89%	93%	96%	98%	99%	100%
Inferential Comprehension	99	CP(SYSTEM):	9%	14%	19%	28%	37%	46%	58%	67%	75%	83%	88%	93%	95%	98%	100%
Study Skills	97	CP(EPD):	4%	6%	9%	13%	18%	23%	31%	39%	48%	59%	68%	78%	85%	91%	100%
Problem Solving	107	CP(STATE):	4%	6%	9%	14%	21%	28%	38%	46%	56%	67%	75%	84%	89%	94%	100%
MATHEMATICS	92		31	40	50	51	37	44	30	18	15	5	8	3	1	3	
Concept Identification	90	CP(SCHOOL):	9%	21%	36%	51%	62%	75%	84%	90%	94%	96%	98%	99%	99%	100%	100%
Component Operations	91	CP(SYSTEM):	7%	14%	25%	37%	49%	60%	71%	80%	86%	91%	94%	96%	98%	99%	100%
Analysis & Synthesis Tasks	95	CP(EPD):	3%	5%	10%	16%	23%	31%	40%	50%	58%	67%	76%	82%	88%	91%	100%
Problem Solving	113	CP(STATE):	2%	5%	11%	18%	26%	36%	46%	57%	66%	74%	83%	87%	92%	94%	100%

STATE READING MEAN = 112.

Reading Skills Summary

MORE THAN 50% OF YOUR STUDENTS SCORED BELOW THE STATE MEAN IN READING INDICATOR CLUSTER(S) 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, AND 13, WHICH ARE LISTED ON THE BACK OF THIS REPORT.

THE FOLLOWING SUMMARIZES YOUR SCHOOL'S PERFORMANCE. LISTED ARE THE PERCENTAGES OF STUDENTS SCORING ABOVE THE STATE MEAN ON EACH INDICATOR CLUSTER:

1	28%	4	**	7	26%	10	23%	13	28%	
2	46%	5	27%	8	29%	11	24%			
3	23%	6	25%	9	31%	12	33%			

STATE MATHEMATICS MEAN = 109.

Mathematics Skills Summary

MORE THAN 50% OF YOUR STUDENTS SCORED BELOW THE STATE MEAN IN MATHEMATICS INDICATOR CLUSTER(S) 2, 3, 4, 5, 6, 7, 9, 11, 12, 14, 15, 16, 17, 19, 20, AND 21, WHICH ARE LISTED ON THE BACK OF THIS REPORT.

THE FOLLOWING SUMMARIZES YOUR SCHOOL'S PERFORMANCE. LISTED ARE THE PERCENTAGES OF STUDENTS SCORING ABOVE THE STATE MEAN ON EACH INDICATOR CLUSTER:

1	**	5	24%	9	39%	13	**	17	08%	21	19%	
2	14%	6	16%	10	**	14	18%	18	**	22	**	
3	32%	7	16%	11	37%	15	35%	19	36%			
4	12%	8	**	12	21%	16	11%	20	26%			

SCHOOL REPORT for: HENRY GRADY

761 4560
SPRING 1981
137
0233905

Skill Area	Average Scale Score		Total Scale Score Counts and Cumulative Percents														
			75	80	85	90	95	100	105	110	115	120	125	130	135	140	
READING	105		7	3	8	9	16	10	18	10	9	6	5	9	2	6	8
Literal Comprehension	108	CP(SCHOOL):	6%	8%	14%	21%	34%	42%	56%	64%	71%	76%	80%	87%	89%	94%	100%
Inferential Comprehension	108	CP(SYSTEM):	9%	14%	19%	28%	37%	46%	56%	67%	75%	83%	88%	93%	95%	98%	100%
Study Skills	104	CP(EPD):	4%	6%	9%	13%	18%	23%	31%	39%	48%	59%	68%	78%	85%	91%	100%
Problem Solving	112	CP(STATE):	4%	6%	9%	14%	21%	28%	38%	46%	56%	67%	75%	84%	89%	94%	100%
MATHEMATICS	101		8	3	13	18	16	14	15	6	6	6	5	4	4	1	7
Concept Identification	101	CP(SCHOOL):	6%	9%	19%	33%	46%	57%	69%	74%	79%	83%	87%	90%	94%	94%	100%
Component Operations	99	CP(SYSTEM):	7%	14%	25%	37%	49%	60%	71%	80%	86%	91%	94%	96%	98%	99%	100%
Analysis & Synthesis Tasks	103	CP(EPD):	3%	5%	10%	16%	23%	31%	40%	50%	58%	67%	76%	82%	88%	91%	100%
Problem Solving	120	CP(STATE):	2%	5%	11%	18%	26%	36%	46%	57%	66%	74%	83%	87%	92%	94%	100%

STATE READING MEAN = 112.

STATE MATHEMATICS MEAN = 109.

Reading Skills Summary

MORE THAN 50% OF YOUR STUDENTS SCORED BELOW THE STATE MEAN IN READING INDICATOR CLUSTER(S) 1, 3, 5, 6, 7, 8, 9, 10, 11, 12, AND 13, WHICH ARE LISTED ON THE BACK OF THIS REPORT.

THE FOLLOWING SUMMARIZES YOUR SCHOOL'S PERFORMANCE. LISTED ARE THE PERCENTAGES OF STUDENTS SCORING ABOVE THE STATE MEAN ON EACH INDICATOR CLUSTER:

1	36%	4	**	7	33%	10	37%	13	36%	
2	53%	5	37%	8	47%	11	42%			
3	41%	6	32%	9	33%	12	41%			

100

Mathematics Skills Summary

MORE THAN 50% OF YOUR STUDENTS SCORED BELOW THE STATE MEAN IN MATHEMATICS INDICATOR CLUSTER(S) 2, 3, 4, 5, 6, 7, 11, 12, 14, 16, 17, 19, 20, AND 21, WHICH ARE LISTED ON THE BACK OF THIS REPORT.

THE FOLLOWING SUMMARIZES YOUR SCHOOL'S PERFORMANCE. LISTED ARE THE PERCENTAGES OF STUDENTS SCORING ABOVE THE STATE MEAN ON EACH INDICATOR CLUSTER:

1	**	5	35%	9	54%	13	**	17	23%	21	34%	
2	21%	6	29%	10	**	14	24%	18	**	22	**	
3	49%	7	33%	11	49%	15	52%	19	45%			
4	28%	8	**	12	31%	16	31%	20	44%			

101

SCHOOL REPORT for: HARPER HIGH

761 2581
SPRING 1981
357
0234180

Skill Area	Average Scale Score		Total Scale Score Counts and Cumulative Percents														
			75	80	85	90	95	100	105	110	115	120	125	130	135	140	
READING	101		28	21	23	33	33	35	44	33	30	31	17	12	8	3	3
Literal Comprehension	100	CP(SCHOOL):	7%	13%	20%	29%	39%	49%	61%	70%	79%	88%	93%	96%	98%	99%	100%
Inferential Comprehension	102	CP(SYSTEM):	9%	14%	19%	28%	37%	46%	58%	67%	75%	83%	88%	93%	95%	98%	100%
Study Skills	101	CP(EPD):	4%	6%	9%	13%	18%	23%	31%	39%	48%	59%	68%	78%	85%	91%	100%
Problem Solving	109	CP(STATE):	4%	6%	9%	14%	21%	28%	38%	46%	56%	67%	75%	84%	89%	94%	100%
MATHEMATICS	95		20	31	47	48	53	35	37	34	18	12	11	3	5		
Concept Identification	95	CP(SCHOOL):	6%	14%	28%	41%	56%	66%	76%	86%	91%	95%	98%	99%	100%	100%	100%
Component Operations	93	CP(SYSTEM):	7%	14%	25%	37%	49%	60%	71%	80%	86%	91%	94%	96%	98%	99%	100%
Analysis & Synthesis Tasks	97	CP(EPD):	3%	5%	10%	16%	23%	31%	40%	50%	58%	67%	76%	82%	88%	91%	100%
Problem Solving	115	CP(STATE):	2%	5%	11%	18%	26%	36%	46%	57%	66%	74%	83%	87%	92%	94%	100%

-59-

STATE READING MEAN = 112.

Reading Skills Summary

MORE THAN 50% OF YOUR STUDENTS SCORED BELOW THE STATE MEAN IN READING INDICATOR CLUSTER(S) 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, AND 13, WHICH ARE LISTED ON THE BACK OF THIS REPORT.

THE FOLLOWING SUMMARIZES YOUR SCHOOL'S PERFORMANCE. LISTED ARE THE PERCENTAGES OF STUDENTS SCORING ABOVE THE STATE MEAN ON EACH INDICATOR CLUSTER:

1	33%	4	**	7	30%	10	27%	13	31%	
2	43%	5	33%	8	33%	11	36%			
3	29%	6	28%	9	30%	12	38%			

STATE MATHEMATICS MEAN = 109.

Mathematics Skills Summary

MORE THAN 50% OF YOUR STUDENTS SCORED BELOW THE STATE MEAN IN MATHEMATICS INDICATOR CLUSTER(S) 2, 3, 4, 5, 6, 7, 9, 11, 12, 14, 15, 16, 17, 19, 20, AND 21, WHICH ARE LISTED ON THE BACK OF THIS REPORT.

THE FOLLOWING SUMMARIZES YOUR SCHOOL'S PERFORMANCE. LISTED ARE THE PERCENTAGES OF STUDENTS SCORING ABOVE THE STATE MEAN ON EACH INDICATOR CLUSTER:

1	**	5	34%	9	39%	13	**	17	13%	21	20%
2	22%	6	19%	10	**	14	22%	18	**	22	**
3	36%	7	22%	11	38%	15	46%	19	30%		
4	18%	8	**	12	29%	16	16%	20	28%		

SCHOOL REPORT for: J C MURPHY

761 2664
SPRING 1981
256
0234895

Skill Area	Average Scale Score		Total Scale Score Counts and Cumulative Percents														
			75	80	85	90	95	100	105	110	115	120	125	130	135	140	
READING	97		29	18	12	22	20	30	34	21	19	13	7	4	1		2
Literal Comprehension	94	CP(SCHOOL):	13%	20%	25%	34%	43%	56%	71%	80%	88%	94%	97%	99%	99%	99%	100%
Inferential Comprehension	98	CP(SYSTEM):	9%	14%	19%	28%	37%	46%	58%	67%	75%	83%	88%	93%	95%	98%	100%
Study Skills	96	CP(EPD):	4%	6%	9%	13%	18%	23%	31%	39%	48%	59%	68%	78%	85%	91%	100%
Problem Solving	104	CP(STATE):	4%	6%	9%	14%	21%	28%	38%	46%	56%	67%	75%	84%	89%	94%	100%
MATHEMATICS	91		28	23	27	48	20	31	24	14	8	2	5	1	1	1	
Concept Identification	89	CP(SCHOOL):	12%	22%	34%	55%	63%	77%	87%	93%	96%	97%	99%	99%	100%	100%	100%
Component Operations	90	CP(SYSTEM):	7%	14%	25%	37%	49%	60%	71%	80%	86%	91%	94%	96%	98%	99%	100%
Analysis & Synthesis Tasks	94	CP(EPD):	3%	5%	10%	16%	23%	31%	40%	50%	58%	67%	76%	82%	88%	91%	100%
Problem Solving	112	CP(STATE):	2%	5%	11%	16%	26%	36%	46%	57%	66%	74%	83%	87%	92%	94%	100%

STATE READING MEAN = 112.

Reading Skills Summary

MORE THAN 50% OF YOUR STUDENTS SCORED BELOW THE STATE MEAN IN READING INDICATOR CLUSTER(S) 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, AND 13, WHICH ARE LISTED ON THE BACK OF THIS REPORT.

THE FOLLOWING SUMMARIZES YOUR SCHOOL'S PERFORMANCE. LISTED ARE THE PERCENTAGES OF STUDENTS SCORING ABOVE THE STATE MEAN ON EACH INDICATOR CLUSTER:

1	25%	4	**	7	23%	10	21%	13	22%	
2	39%	5	30%	8	26%	11	30%			
3	19%	6	26%	9	28%	12	32%			

104

STATE MATHEMATICS MEAN = 109.

Mathematics Skills Summary

MORE THAN 50% OF YOUR STUDENTS SCORED BELOW THE STATE MEAN IN MATHEMATICS INDICATOR CLUSTER(S) 2, 3, 4, 5, 6, 7, 9, 11, 12, 14, 15, 16, 17, 19, 20, AND 21, WHICH ARE LISTED ON THE BACK OF THIS REPORT.

THE FOLLOWING SUMMARIZES YOUR SCHOOL'S PERFORMANCE. LISTED ARE THE PERCENTAGES OF STUDENTS SCORING ABOVE THE STATE MEAN ON EACH INDICATOR CLUSTER:

1	**	5	21%	9	36%	13	**	17	08%	21	13%	
2	14%	6	10%	10	**	14	24%	18	**	22	**	
3	35%	7	16%	11	34%	15	40%	19	26%			
4	08%	8	**	12	30%	16	13%	20	17%			

105

SCHOOL REPORT for: N FULTON HIGH

761 1070
SPRING 1981
127
0235408

Skill Area	Average Scale Score		Total Scale Score Counts and Cumulative Percents														
			75	80	85	90	95	100	105	110	115	120	125	130	135	140	
READING	120			1		1	6	7	10	7	10	29	10	13	10	12	10
Literal Comprehension	122	CP(SCHOOL):	0%	1%	1%	2%	6%	12%	20%	25%	33%	56%	64%	75%	83%	92%	100%
Inferential Comprehension	122	CP(SYSTEM):	9%	14%	19%	28%	37%	46%	58%	67%	75%	83%	88%	93%	95%	98%	100%
Study Skills	118	CP(EPD):	4%	6%	9%	13%	18%	23%	31%	39%	48%	59%	68%	78%	85%	91%	100%
Problem Solving	128	CP(STATE):	4%	6%	9%	14%	21%	28%	38%	46%	56%	67%	75%	84%	89%	94%	100%
MATHEMATICS	115		1	2	4	3	3	7	16	16	10	17	19	7	6	6	9
Concept Identification	117	CP(SCHOOL):	1%	2%	6%	8%	10%	16%	29%	41%	49%	63%	78%	83%	88%	93%	100%
Component Operations	113	CP(SYSTEM):	7%	14%	25%	37%	49%	60%	71%	80%	86%	91%	94%	96%	98%	99%	100%
Analysis & Synthesis Tasks	118	CP(EPD):	3%	5%	10%	16%	23%	31%	40%	50%	58%	67%	76%	82%	88%	91%	100%
Problem Solving	129	CP(STATE):	2%	5%	11%	18%	26%	36%	46%	57%	66%	74%	83%	87%	92%	94%	100%

STATE READING MEAN = 112.

Reading Skills Summary

MORE THAN 50% OF YOUR STUDENTS SCORED BELOW THE STATE MEAN IN READING INDICATOR CLUSTER(S) 6, WHICH ARE LISTED ON THE BACK OF THIS REPORT.

THE FOLLOWING SUMMARIZES YOUR SCHOOL'S PERFORMANCE. LISTED ARE THE PERCENTAGES OF STUDENTS SCORING ABOVE THE STATE MEAN ON EACH INDICATOR CLUSTER:

1	63%	4	**	7	67%	10	57%	13	63%	
2	74%	5	64%	8	72%	11	68%			
3	66%	6	47%	9	56%	12	63%			

106

STATE MATHEMATICS MEAN = 109.

Mathematics Skills Summary

MORE THAN 50% OF YOUR STUDENTS SCORED BELOW THE STATE MEAN IN MATHEMATICS INDICATOR CLUSTER(S) 2, 15, AND 17, WHICH ARE LISTED ON THE BACK OF THIS REPORT.

THE FOLLOWING SUMMARIZES YOUR SCHOOL'S PERFORMANCE. LISTED ARE THE PERCENTAGES OF STUDENTS SCORING ABOVE THE STATE MEAN ON EACH INDICATOR CLUSTER:

1	**	5	64%	9	70%	13	**	17	40%	21	67%
2	48%	6	54%	10	**	14	56%	18	**	22	**
3	68%	7	53%	11	71%	15	40%	19	67%		
4	54%	8	**	12	79%	16	58%	20	69%		

107

SCHOOL REPORT for: NORTHSIDE

781 4164
SPRING 1981
295
0235663

Skill Area	Average Scale Score		Total Scale Score Counts and Cumulative Percents														
			75	80	85	90	95	100	105	110	115	120	125	130	135	140	
READING	117		8	5	10	8	12	14	20	22	22	25	35	29	26	17	29
Literal Comprehension	119	CP(SCHOOL):	3%	5%	8%	11%	15%	20%	27%	35%	43%	52%	64%	74%	84%	90%	100%
Inferential Comprehension	118	CP(SYSTEM):	3%	14%	19%	28%	37%	46%	58%	67%	75%	83%	88%	93%	95%	98%	100%
Study Skills	117	CP(EPD):	4%	6%	9%	13%	18%	23%	31%	39%	48%	59%	68%	78%	85%	91%	100%
Problem Solving	124	CP(STATE):	4%	6%	9%	14%	21%	28%	38%	46%	56%	67%	75%	84%	89%	94%	100%
MATHEMATICS	111		4	10	10	25	19	23	23	33	27	19	28	18	13	8	23
Concept Identification	113	CP(SCHOOL):	1%	5%	9%	17%	24%	32%	41%	52%	62%	69%	78%	84%	89%	92%	100%
Component Operations	108	CP(SYSTEM):	7%	14%	25%	37%	49%	60%	71%	80%	86%	91%	94%	96%	98%	99%	100%
Analysis & Synthesis Tasks	111	CP(EPD):	3%	5%	10%	16%	23%	31%	40%	50%	58%	67%	76%	82%	88%	91%	100%
Problem Solving	124	CP(STATE):	2%	5%	11%	18%	26%	36%	46%	57%	66%	74%	83%	87%	92%	94%	100%

STATE READING MEAN = 112.

Reading Skills Summary

MORE THAN 50% OF YOUR STUDENTS SCORED BELOW THE STATE MEAN IN READING INDICATOR CLUSTER(S) 6, AND 9, WHICH ARE LISTED ON THE BACK OF THIS REPORT.

THE FOLLOWING SUMMARIZES YOUR SCHOOL'S PERFORMANCE. LISTED ARE THE PERCENTAGES OF STUDENTS SCORING ABOVE THE STATE MEAN ON EACH INDICATOR CLUSTER:

1	65%	4	**	7	59%	10	56%	13	54%	
2	70%	5	57%	8	68%	11	57%			
3	60%	6	47%	9	46%	12	70%			

STATE MATHEMATICS MEAN = 109.

Mathematics Skills Summary

MORE THAN 50% OF YOUR STUDENTS SCORED BELOW THE STATE MEAN IN MATHEMATICS INDICATOR CLUSTER(S) 2, 4, 6, 7, 12, 14, 15, AND 17, WHICH ARE LISTED ON THE BACK OF THIS REPORT.

THE FOLLOWING SUMMARIZES YOUR SCHOOL'S PERFORMANCE. LISTED ARE THE PERCENTAGES OF STUDENTS SCORING ABOVE THE STATE MEAN ON EACH INDICATOR CLUSTER:

1	**	5	53%	9	60%	13	**	17	43%	21	55%	
2	46%	6	48%	10	**	14	43%	18	**	22	**	
3	58%	7	44%	11	64%	15	45%	19	56%			
4	39%	8	**	12	48%	16	51%	20	60%			

SCHOOL REPORT for: L J PRICE

761 4065
SPRING 1981
155
0236234

Skill Area	Average Scale Score		Total Scale Score Counts and Cumulative Percents 75 80 85 90 95 100 105 110 115 120 125 130 135 140
READING	94		25 9 8 18 17 20 18 9 10 3 7 4 1
Literal Comprehension	93	CP(SCHOOL):	17% 23% 28% 40% 52% 65% 77% 83% 90% 92% 97% 99% 99% 100% 100%
Inferential Comprehension	98	CP(SYSTEM):	9% 14% 19% 28% 37% 46% 58% 67% 75% 83% 88% 93% 95% 98% 100%
Study Skills	92	CP(EPD):	4% 6% 9% 13% 18% 23% 31% 39% 48% 59% 68% 78% 85% 91% 100%
Problem Solving	102	CP(STATE):	4% 6% 9% 14% 21% 28% 38% 46% 56% 67% 75% 84% 89% 94% 100%
MATHEMATICS	92		17 13 14 18 32 16 20 8 5 2 3 1
Concept Identification	90	CP(SCHOOL):	12% 20% 30% 42% 64% 75% 83% 93% 96% 97% 99% 100% 100% 100% 100%
Component Operations	92	CP(SYSTEM):	7% 14% 25% 37% 49% 60% 71% 80% 86% 91% 94% 96% 98% 99% 100%
Analysis & Synthesis Tasks	95	CP(EPD):	3% 5% 10% 16% 23% 31% 40% 50% 58% 67% 76% 82% 88% 91% 100%
Problem Solving	113	CP(STATE):	2% 5% 11% 18% 28% 36% 46% 57% 66% 74% 83% 87% 92% 94% 100%

STATE READING MEAN = 112.

Reading Skills Summary

MORE THAN 50% OF YOUR STUDENTS SCORED BELOW THE STATE MEAN IN READING INDICATOR CLUSTER(S) 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, AND 13, WHICH ARE LISTED ON THE BACK OF THIS REPORT.

THE FOLLOWING SUMMARIZES YOUR SCHOOL'S PERFORMANCE. LISTED ARE THE PERCENTAGES OF STUDENTS SCORING ABOVE THE STATE MEAN ON EACH INDICATOR CLUSTER:

1	22%	4	**	7	21%	10	19%	13	20%
2	40%	5	28%	8	21%	11	27%		
3	21%	6	24%	9	27%	12	18%		

110

STATE MATHEMATICS MEAN = 109.

Mathematics Skills Summary

MORE THAN 50% OF YOUR STUDENTS SCORED BELOW THE STATE MEAN IN MATHEMATICS INDICATOR CLUSTER(S) 2, 3, 4, 5, 6, 7, 9, 11, 12, 14, 15, 16, 17, 19, 20, AND 21, WHICH ARE LISTED ON THE BACK OF THIS REPORT.

THE FOLLOWING SUMMARIZES YOUR SCHOOL'S PERFORMANCE. LISTED ARE THE PERCENTAGES OF STUDENTS SCORING ABOVE THE STATE MEAN ON EACH INDICATOR CLUSTER:

1	**	5	12%	9	37%	13	**	17	07%	21	21%
2	14%	6	12%	10	**	14	23%	18	**	22	**
3	41%	7	15%	11	37%	15	40%	19	37%		
4	05%	8	**	12	41%	16	12%	20	24%		

111

SCHOOL REPORT for: ROOSEVELT HIGH

761 2566
SPRING 1981
163
0240007

Skill Area	Average Scale Score		Total Scale Score Counts and Cumulative Percents														
			75	80	85	90	95	100	105	110	115	120	125	130	135	140	
READING	100		11	10	12	14	17	15	19	20	12	8	11	6	4		1
Literal Comprehension	98	CP(SCHOOL):	7%	13%	21%	30%	41%	50%	62%	75%	82%	86%	93%	97%	99%	99%	100%
Inferential Comprehension	102	CP(SYSTEM):	9%	14%	19%	28%	37%	46%	58%	67%	75%	83%	88%	93%	95%	98%	100%
Study Skills	100	CP(EPD):	4%	6%	9%	13%	18%	23%	31%	39%	48%	59%	68%	78%	85%	91%	100%
Problem Solving	108	CP(STATE):	4%	6%	9%	14%	21%	28%	38%	46%	56%	67%	75%	84%	89%	94%	100%
MATHEMATICS	94		15	10	26	17	25	14	12	17	5	6	5	1	1		3
Concept Identification	92	CP(SCHOOL):	10%	16%	32%	43%	59%	68%	76%	87%	90%	94%	97%	97%	98%	98%	100%
Component Operations	94	CP(SYSTEM):	7%	14%	25%	37%	49%	60%	71%	80%	86%	91%	94%	96%	98%	99%	100%
Analysis & Synthesis Tasks	97	CP(EPD):	3%	5%	10%	16%	23%	31%	40%	50%	58%	67%	76%	82%	88%	91%	100%
Problem Solving	115	CP(STATE):	2%	5%	11%	18%	26%	36%	46%	57%	66%	74%	83%	87%	92%	94%	100%

STATE READING MEAN = 112.

Reading Skills Summary

MORE THAN 50% OF YOUR STUDENTS SCORED BELOW THE STATE MEAN IN READING INDICATOR CLUSTER(S) 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, AND 13, WHICH ARE LISTED ON THE BACK OF THIS REPORT.

THE FOLLOWING SUMMARIZES YOUR SCHOOL'S PERFORMANCE. LISTED ARE THE PERCENTAGES OF STUDENTS SCORING ABOVE THE STATE MEAN ON EACH INDICATOR CLUSTER:

1	31%	4	**	7	29%	10	29%	13	32%
2	43%	5	32%	8	35%	11	30%		
3	25%	6	31%	9	27%	12	35%		

STATE MATHEMATICS MEAN = 109.

Mathematics Skills Summary

MORE THAN 50% OF YOUR STUDENTS SCORED BELOW THE STATE MEAN IN MATHEMATICS INDICATOR CLUSTER(S) 2, 3, 4, 5, 6, 7, 9, 11, 12, 14, 15, 16, 17, 19, 20, AND 21, WHICH ARE LISTED ON THE BACK OF THIS REPORT.

THE FOLLOWING SUMMARIZES YOUR SCHOOL'S PERFORMANCE. LISTED ARE THE PERCENTAGES OF STUDENTS SCORING ABOVE THE STATE MEAN ON EACH INDICATOR CLUSTER:

1	**	5	23%	9	40%	13	**	17	13%	21	28%
2	19%	6	15%	10	**	14	23%	18	**	22	**
3	42%	7	20%	11	43%	15	46%	19	32%		
4	13%	8	**	12	32%	16	20%	20	22%		

SCHOOL REPORT for: SMITH HIGH

761 1067
SPRING 1981
184
0240334

Skill Area	Average Scale Score		Total Scale Score Counts and Cumulative Percents														
			75	80	85	90	95	100	105	110	115	120	125	130	135	140	
READING	91		28	24	15	26	25	16	19	8	10	8		1	1	1	1
Literal Comprehension	89	CP(SCHOOL):	15%	28%	37%	51%	64%	73%	84%	88%	93%	98%	98%	98%	99%	99%	100%
Inferential Comprehension	92	CP(SYSTEM):	9%	14%	19%	28%	37%	46%	58%	67%	75%	83%	88%	93%	95%	98%	100%
Study Skills	91	CP(EPD):	4%	6%	9%	13%	18%	23%	31%	39%	48%	59%	68%	78%	85%	91%	100%
Problem Solving	101	CP(STATE):	4%	6%	9%	14%	21%	28%	38%	46%	56%	67%	75%	84%	89%	94%	100%
MATHEMATICS	89		24	29	24	27	25	22	15	10	3	2	1	1			
Concept Identification	87	CP(SCHOOL):	13%	29%	42%	57%	70%	83%	91%	96%	98%	99%	99%	100%	100%	100%	100%
Component Operations	89	CP(SYSTEM):	7%	14%	25%	37%	49%	60%	71%	80%	86%	91%	94%	96%	98%	99%	100%
Analysis & Synthesis Tasks	91	CP(EPD):	3%	5%	10%	16%	23%	31%	40%	50%	58%	67%	76%	82%	88%	91%	100%
Problem Solving	110	CP(STATE):	2%	5%	11%	18%	26%	36%	48%	57%	66%	74%	83%	87%	92%	94%	100%

STATE READING MEAN = 112.

STATE MATHEMATICS MEAN = 109.

Reading Skills Summary

MORE THAN 50% OF YOUR STUDENTS SCORED BELOW THE STATE MEAN IN READING INDICATOR CLUSTER(S) 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, AND 13, WHICH ARE LISTED ON THE BACK OF THIS REPORT.

THE FOLLOWING SUMMARIZES YOUR SCHOOL'S PERFORMANCE. LISTED ARE THE PERCENTAGES OF STUDENTS SCORING ABOVE THE STATE MEAN ON EACH INDICATOR CLUSTER:

1	16%	4	**	7	14%	10	20%	13	16%	
2	34%	5	13%	8	15%	11	23%			
3	10%	6	19%	9	16%	12	17%			

Mathematics Skills Summary

MORE THAN 50% OF YOUR STUDENTS SCORED BELOW THE STATE MEAN IN MATHEMATICS INDICATOR CLUSTER(S) 2, 3, 4, 5, 6, 7, 9, 11, 12, 14, 15, 16, 17, 19, 20, AND 21, WHICH ARE LISTED ON THE BACK OF THIS REPORT.

THE FOLLOWING SUMMARIZES YOUR SCHOOL'S PERFORMANCE. LISTED ARE THE PERCENTAGES OF STUDENTS SCORING ABOVE THE STATE MEAN ON EACH INDICATOR CLUSTER:

1	**	5	17%	9	31%	13	**	17	05%	21	14%	
2	07%	6	07%	10	**	14	17%	18	**	22	**	
3	27%	7	09%	11	20%	15	42%	19	33%			
4	12%	8	**	12	28%	16	05%	20	17%			

SCHOOL REPORT for: SOUTHWEST HIGH

761 2067
SPRING 1981
337
0240703

Skill Area	Average Scale Score		Total Scale Score Counts and Cumulative Percents														
			75	80	85	90	95	100	105	110	115	120	125	130	135	140	
READING	112		2	6	9	8	16	20	23	33	37	45	21	21	13	12	8
Literal Comprehension	111	CP(SCHOOL):	1%	3%	6%	9%	15%	22%	31%	43%	56%	73%	80%	88%	93%	97%	100%
Inferential Comprehension	114	CP(SYSTEM):	9%	14%	19%	28%	37%	46%	58%	67%	75%	83%	88%	93%	95%	98%	100%
Study Skills	113	CP(EPD):	4%	6%	9%	13%	18%	23%	31%	39%	48%	59%	68%	78%	85%	91%	100%
Problem Solving	119	CP(STATE):	4%	6%	9%	14%	21%	28%	38%	46%	56%	67%	75%	84%	89%	94%	100%
MATHEMATICS	102		4	9	15	25	30	33	44	54	20	20	4	5	9	1	1
Concept Identification	102	CP(SCHOOL):	1%	5%	10%	19%	30%	42%	58%	78%	85%	93%	94%	96%	99%	100%	100%
Component Operations	101	CP(SYSTEM):	7%	14%	25%	37%	49%	60%	71%	80%	86%	91%	94%	96%	98%	99%	100%
Analysis & Synthesis Tasks	106	CP(EPD):	3%	5%	10%	16%	23%	31%	40%	50%	58%	67%	76%	82%	88%	91%	100%
Problem Solving	122	CP(STATE):	2%	5%	11%	18%	26%	36%	46%	57%	66%	74%	83%	87%	92%	94%	100%

STATE READING MEAN = 112.

STATE MATHEMATICS MEAN = 109.

Reading Skills Summary

MORE THAN 50% OF YOUR STUDENTS SCORED BELOW THE STATE MEAN IN READING INDICATOR CLUSTER(S) 1, 6, 9, 10, 11, AND 13, WHICH ARE LISTED ON THE BACK OF THIS REPORT.

THE FOLLOWING SUMMARIZES YOUR SCHOOL'S PERFORMANCE. LISTED ARE THE PERCENTAGES OF STUDENTS SCORING ABOVE THE STATE MEAN ON EACH INDICATOR CLUSTER:

1	47%	4	**	7	52%	10	49%	13	48%	
2	57%	5	57%	8	62%	11	45%			
3	51%	6	40%	9	49%	12	64%			

Mathematics Skills Summary

MORE THAN 50% OF YOUR STUDENTS SCORED BELOW THE STATE MEAN IN MATHEMATICS INDICATOR CLUSTER(S) 2, 3, 4, 5, 6, 7, 11, 14, 16, 17, AND 21, WHICH ARE LISTED ON THE BACK OF THIS REPORT.

THE FOLLOWING SUMMARIZES YOUR SCHOOL'S PERFORMANCE. LISTED ARE THE PERCENTAGES OF STUDENTS SCORING ABOVE THE STATE MEAN ON EACH INDICATOR CLUSTER:

1	**	5	34%	9	56%	13	**	17	14%	21	46%	
2	21%	6	37%	10	**	14	40%	18	**	22	**	
3	43%	7	32%	11	49%	15	54%	19	54%			
4	21%	8	**	12	52%	16	24%	20	53%			

SCHOOL REPORT for: SYLVAN HIGH

761 4087
SPRING 1981
159
0241378

Skill Area	Average Scale Score		Total Scale Score Counts and Cumulative Percents														
			75	80	85	90	95	100	105	110	115	120	125	130	135	140	
READING	101		10	8	13	11	19	15	30	8	14	11	8	4	5	1	2
Literal Comprehension	100	CP(SCHOOL):	6%	11%	19%	26%	38%	48%	67%	72%	81%	87%	92%	95%	98%	99%	100%
Inferential Comprehension	102	CP(SYSTEM):	9%	14%	19%	28%	37%	46%	58%	67%	75%	83%	88%	93%	95%	98%	100%
Study Skills	101	CP(EPD):	4%	6%	9%	13%	18%	23%	31%	39%	48%	59%	68%	78%	85%	91%	100%
Problem Solving	111	CP(STATE):	4%	6%	9%	14%	21%	28%	38%	46%	56%	67%	75%	84%	89%	94%	100%
MATHEMATICS	92		11	11	22	33	25	28	10	7	3	4	2	2	1		
Concept Identification	91	CP(SCHOOL):	7%	14%	28%	48%	64%	82%	88%	92%	94%	97%	98%	99%	100%	100%	100%
Component Operations	91	CP(SYSTEM):	7%	14%	25%	37%	49%	60%	71%	80%	86%	91%	94%	96%	98%	99%	100%
Analysis & Synthesis Tasks	98	CP(EPD):	3%	5%	10%	16%	23%	31%	40%	50%	58%	67%	76%	82%	88%	91%	100%
Problem Solving	114	CP(STATE):	2%	5%	11%	18%	26%	36%	46%	57%	66%	74%	83%	87%	92%	94%	100%

STATE READING MEAN = 112.

Reading Skills Summary

MORE THAN 50% OF YOUR STUDENTS SCORED BELOW THE STATE MEAN IN READING INDICATOR CLUSTER(S) 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, AND 13, WHICH ARE LISTED ON THE BACK OF THIS REPORT.

THE FOLLOWING SUMMARIZES YOUR SCHOOL'S PERFORMANCE. LISTED ARE THE PERCENTAGES OF STUDENTS SCORING ABOVE THE STATE MEAN ON EACH INDICATOR CLUSTER:

1	37%	4	**	7	25%	10	33%	13	30%	
2	45%	5	33%	8	33%	11	42%			
3	28%	6	30%	9	28%	12	35%			

STATE MATHEMATICS MEAN = 109.

Mathematics Skills Summary

MORE THAN 50% OF YOUR STUDENTS SCORED BELOW THE STATE MEAN IN MATHEMATICS INDICATOR CLUSTER(S) 2, 3, 4, 5, 6, 7, 9, 11, 12, 14, 15, 16, 17, 19, 20, AND 21, WHICH ARE LISTED ON THE BACK OF THIS REPORT.

THE FOLLOWING SUMMARIZES YOUR SCHOOL'S PERFORMANCE. LISTED ARE THE PERCENTAGES OF STUDENTS SCORING ABOVE THE STATE MEAN ON EACH INDICATOR CLUSTER:

1	**	5	13%	9	38%	13	**	17	07%	21	21%	
2	08%	6	13%	10	**	14	20%	18	**	22	**	
3	39%	7	13%	11	33%	15	36%	19	38%			
4	11%	8	**	12	18%	16	14%	20	24%			

SCHOOL REPORT for: THERRELL HIGH SCHOOL

761 4567
SPRING 1981
331
0241697

Skill Area	Average Scale Score		Total Scale Score Counts and Cumulative Percents														
			75	80	85	90	95	100	105	110	115	120	125	130	135	140	
READING	108		8	5	11	21	27	26	54	41	34	29	28	22	4	12	8
Literal Comprehension	107	CP(SCHOOL):	2%	4%	7%	14%	22%	30%	46%	59%	69%	78%	87%	93%	95%	98%	100%
Inferential Comprehension	111	CP(SYSTEM):	9%	14%	19%	28%	37%	46%	58%	67%	75%	83%	88%	93%	95%	98%	100%
Study Skills	107	CP(EPD):	4%	6%	9%	13%	18%	23%	31%	39%	48%	59%	68%	78%	85%	91%	100%
Problem Solving	118	CP(STATE):	4%	6%	9%	14%	21%	28%	38%	46%	56%	67%	75%	84%	89%	94%	100%
MATHEMATICS	103		6	7	17	29	37	43	59	47	28	23	18	5	6	2	3
Concept Identification	103	CP(SCHOOL):	2%	4%	9%	18%	29%	42%	60%	75%	83%	90%	95%	97%	98%	99%	100%
Component Operations	103	CP(SYSTEM):	7%	14%	25%	37%	49%	60%	71%	80%	86%	91%	94%	96%	98%	99%	100%
Analysis & Synthesis Tasks	103	CP(EPD):	3%	5%	10%	16%	23%	31%	40%	50%	58%	67%	76%	82%	88%	91%	100%
Problem Solving	120	CP(STATE):	2%	5%	11%	18%	26%	36%	46%	57%	66%	74%	83%	87%	92%	94%	100%

STATE READING MEAN = 112.

STATE MATHEMATICS MEAN = 109.

Reading Skills Summary

MORE THAN 50% OF YOUR STUDENTS SCORED BELOW THE STATE MEAN IN READING INDICATOR CLUSTER(S) 1, 3, 5, 6, 7, 9, 10, 11, 12, AND 13, WHICH ARE LISTED ON THE BACK OF THIS REPORT.

THE FOLLOWING SUMMARIZES YOUR SCHOOL'S PERFORMANCE. LISTED ARE THE PERCENTAGES OF STUDENTS SCORING ABOVE THE STATE MEAN ON EACH INDICATOR CLUSTER:

1	38%	4	**	7	41%	10	36%	13	40%	
2	53%	5	47%	8	51%	11	41%			
3	44%	6	41%	9	41%	12	47%			

Mathematics Skills Summary

MORE THAN 50% OF YOUR STUDENTS SCORED BELOW THE STATE MEAN IN MATHEMATICS INDICATOR CLUSTER(S) 2, 4, 5, 6, 7, 11, 14, 15, 16, 17, 19, 20, AND 21, WHICH ARE LISTED ON THE BACK OF THIS REPORT.

THE FOLLOWING SUMMARIZES YOUR SCHOOL'S PERFORMANCE. LISTED ARE THE PERCENTAGES OF STUDENTS SCORING ABOVE THE STATE MEAN ON EACH INDICATOR CLUSTER:

1	**	5	46%	9	54%	13	**	17	22%	21	36%	
2	28%	6	25%	10	**	14	36%	18	**	22	**	
3	52%	7	37%	11	41%	15	42%	19	41%			
4	24%	8	**	12	58%	16	25%	20	43%			

SCHOOL REPORT for: TURNER HIGH

781 1568
SPRING 1981
184
0242360

Skill Area	Average Scale Score		Total Scale Score Counts and Cumulative Percents														
			75	80	85	90	95	100	105	110	115	120	125	130	135	140	
READING	103		10	8	3	14	20	13	25	20	20	14	16	4	4	1	2
Literal Comprehension	103	CP(SCHOOL):	6%	10%	12%	20%	32%	39%	53%	65%	76%	84%	94%	96%	98%	99%	100%
Inferential Comprehension	104	CP(SYSTEM):	9%	14%	19%	28%	37%	46%	58%	67%	75%	83%	88%	93%	95%	98%	100%
Study Skills	104	CP(EPD):	4%	6%	9%	13%	18%	23%	31%	39%	48%	59%	68%	78%	85%	91%	100%
Problem Solving	111	CP(STATE):	4%	6%	9%	14%	21%	28%	38%	46%	56%	67%	75%	84%	89%	94%	100%
MATHEMATICS	98		5	11	14	22	22	27	27	17	7	11	5	1	1	3	1
Concept Identification	97	CP(SCHOOL):	3%	9%	17%	30%	43%	58%	74%	83%	87%	94%	97%	97%	98%	99%	100%
Component Operations	97	CP(SYSTEM):	7%	14%	25%	37%	49%	60%	71%	80%	86%	91%	94%	96%	98%	99%	100%
Analysis & Synthesis Tasks	101	CP(EPD):	3%	5%	10%	16%	23%	31%	40%	50%	58%	67%	76%	82%	88%	91%	100%
Problem Solving	117	CP(STATE):	2%	5%	11%	18%	26%	36%	46%	57%	66%	74%	83%	87%	92%	94%	100%

STATE READING MEAN = 112.

STATE MATHEMATICS MEAN = 109.

Reading Skills Summary

MORE THAN 50% OF YOUR STUDENTS SCORED BELOW THE STATE MEAN IN READING INDICATOR CLUSTER(S) 1, 3, 5, 6, 7, 8, 9, 10, 11, 12, AND 13, WHICH ARE LISTED ON THE BACK OF THIS REPORT.

THE FOLLOWING SUMMARIZES YOUR SCHOOL'S PERFORMANCE. LISTED ARE THE PERCENTAGES OF STUDENTS SCORING ABOVE THE STATE MEAN ON EACH INDICATOR CLUSTER:

1	46%	4	**	7	34%	10	36%	13	28%	
2	59%	5	36%	8	38%	11	38%			
3	30%	6	32%	9	30%	12	49%			

Mathematics Skills Summary

MORE THAN 50% OF YOUR STUDENTS SCORED BELOW THE STATE MEAN IN MATHEMATICS INDICATOR CLUSTER(S) 2, 3, 4, 5, 6, 7, 9, 11, 12, 14, 16, 17, 19, 20, AND 21, WHICH ARE LISTED ON THE BACK OF THIS REPORT.

THE FOLLOWING SUMMARIZES YOUR SCHOOL'S PERFORMANCE. LISTED ARE THE PERCENTAGES OF STUDENTS SCORING ABOVE THE STATE MEAN ON EACH INDICATOR CLUSTER:

1	**	5	24%	9	49%	13	**	17	14%	21	39%
2	13%	6	21%	10	**	14	18%	18	**	22	**
3	37%	7	25%	11	45%	15	52%	19	38%		
4	19%	8	**	12	41%	16	28%	20	30%		

SCHOOL REPORT for: BOOKER T WASHINGTON

761 4568
SPRING 1981
333
0242729

Skill Area	Average Scale Score		Total Scale Score Counts and Cumulative Percents														
			75	80	85	90	95	100	105	110	115	120	125	130	135	140	
READING	107		21	15	21	23	29	21	32	30	28	27	8	27	12	15	20
Literal Comprehension	105	CP(SCHOOL):	6%	11%	17%	24%	33%	40%	49%	58%	67%	75%	78%	86%	89%	94%	100%
Inferential Comprehension	107	CP(SYSTEM):	9%	14%	19%	28%	37%	46%	58%	67%	75%	83%	88%	93%	95%	98%	100%
Study Skills	110	CP(EPD):	4%	6%	9%	13%	18%	23%	31%	39%	48%	59%	68%	78%	85%	91%	100%
Problem Solving	112	CP(STATE):	4%	6%	9%	14%	21%	28%	38%	46%	56%	67%	75%	84%	89%	94%	100%
MATHEMATICS	100		28	15	19	34	37	30	42	39	30	20	9	12	9	2	5
Concept Identification	99	CP(SCHOOL):	8%	13%	19%	29%	40%	49%	62%	74%	83%	89%	92%	95%	98%	98%	100%
Component Operations	100	CP(SYSTEM):	7%	14%	25%	37%	49%	60%	71%	80%	88%	91%	94%	96%	98%	99%	100%
Analysis & Synthesis Tasks	101	CP(EPD):	3%	5%	10%	16%	23%	31%	40%	50%	58%	67%	76%	82%	88%	91%	100%
Problem Solving	119	CP(STATE):	2%	5%	11%	18%	26%	36%	46%	57%	66%	74%	83%	87%	92%	94%	100%

STATE READING MEAN = 112.

Reading Skills Summary

MORE THAN 50% OF YOUR STUDENTS SCORED BELOW THE STATE MEAN IN READING INDICATOR CLUSTER(S) 1, 3, 6, 7, 8, 9, 10, 11, AND 13, WHICH ARE LISTED ON THE BACK OF THIS REPORT.

THE FOLLOWING SUMMARIZES YOUR SCHOOL'S PERFORMANCE. LISTED ARE THE PERCENTAGES OF STUDENTS SCORING ABOVE THE STATE MEAN ON EACH INDICATOR CLUSTER:

1	40%	4	**	7	34%	10	37%	13	41%	
2	60%	5	52%	8	43%	11	39%			
3	37%	6	30%	9	35%	12	66%			

124

STATE MATHEMATICS MEAN = 109.

Mathematics Skills Summary

MORE THAN 50% OF YOUR STUDENTS SCORED BELOW THE STATE MEAN IN MATHEMATICS INDICATOR CLUSTER(S) 2, 4, 5, 6, 7, 12, 14, 16, 17, 19, 20, AND 21, WHICH ARE LISTED ON THE BACK OF THIS REPORT.

THE FOLLOWING SUMMARIZES YOUR SCHOOL'S PERFORMANCE. LISTED ARE THE PERCENTAGES OF STUDENTS SCORING ABOVE THE STATE MEAN ON EACH INDICATOR CLUSTER:

1	**	5	32%	9	55%	13	**	17	24%	21	28%	
2	35%	6	22%	10	**	14	28%	18	**	22	**	
3	50%	7	37%	11	50%	15	50%	19	44%			
4	26%	8	**	12	49%	16	16%	20	49%			

125

SCHOOL REPORT for: WEST FULTON HIGH

761 1569
SPRING 1981
213
0243396

Skill Area	Average Scale Score		Total Scale Score Counts and Cumulative Percents														
			75	80	85	90	95	100	105	110	115	120	125	130	135	140	
READING	97		29	12	7	20	25	17	23	20	12	17	5	7	2	3	1
Literal Comprehension	95	CP(SCHOOL):	15%	21%	24%	34%	47%	55%	67%	77%	83%	91%	94%	97%	98%	100%	100%
Inferential Comprehension	99	CP(SYSTEM):	9%	14%	19%	28%	37%	46%	58%	67%	75%	83%	88%	93%	95%	98%	100%
Study Skills	96	CP(EPD):	4%	6%	9%	13%	18%	23%	31%	39%	48%	59%	68%	78%	85%	91%	100%
Problem Solving	104	CP(STATE):	4%	6%	9%	14%	21%	28%	38%	46%	56%	67%	75%	84%	89%	94%	100%
MATHEMATICS	90		27	19	30	28	29	30	12	9	4	5	5		1		
Concept Identification	89	CP(SCHOOL):	14%	23%	38%	52%	67%	82%	88%	92%	94%	97%	99%	99%	100%	100%	100%
Component Operations	88	CP(SYSTEM):	7%	14%	25%	37%	49%	60%	71%	80%	86%	91%	94%	96%	98%	99%	100%
Analysis & Synthesis Tasks	92	CP(EPD):	3%	5%	10%	16%	23%	31%	40%	50%	58%	67%	76%	82%	88%	91%	100%
Problem Solving	112	CP(STATE):	2%	5%	11%	18%	26%	36%	46%	57%	66%	74%	83%	87%	92%	94%	100%

STATE READING MEAN = 112.

Reading Skills Summary

MORE THAN 50% OF YOUR STUDENTS SCORED BELOW THE STATE MEAN IN READING INDICATOR CLUSTER(S) 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, AND 13, WHICH ARE LISTED ON THE BACK OF THIS REPORT.

THE FOLLOWING SUMMARIZES YOUR SCHOOL'S PERFORMANCE. LISTED ARE THE PERCENTAGES OF STUDENTS SCORING ABOVE THE STATE MEAN ON EACH INDICATOR CLUSTER:

1	22%	4	**	7	30%	10	23%	13	27%	
2	41%	5	33%	8	31%	11	31%			
3	25%	6	27%	9	27%	12	33%			

STATE MATHEMATICS MEAN = 109.

Mathematics Skills Summary

MORE THAN 50% OF YOUR STUDENTS SCORED BELOW THE STATE MEAN IN MATHEMATICS INDICATOR CLUSTER(S) 2, 3, 4, 5, 6, 7, 9, 11, 12, 14, 15, 16, 17, 19, 20, AND 21, WHICH ARE LISTED ON THE BACK OF THIS REPORT.

THE FOLLOWING SUMMARIZES YOUR SCHOOL'S PERFORMANCE. LISTED ARE THE PERCENTAGES OF STUDENTS SCORING ABOVE THE STATE MEAN ON EACH INDICATOR CLUSTER:

1	**	5	14%	9	35%	13	**	17	06%	21	16%	
2	07%	6	13%	10	**	14	17%	18	**	22	**	
3	27%	7	11%	11	28%	15	31%	19	33%			
4	07%	8	**	12	23%	16	10%	20	29%			

SUMMARY

The 1981 Georgia Statewide Testing Program administered to Atlanta students produced both positive and negative results. Atlanta students continue to score considerably lower than students throughout Georgia on all objectives and at all three grade levels tested.

On the positive side, scores for the eighth grade students in Atlanta improved in every reading and mathematics objective. Moreover, the gains for students in Atlanta surpassed the gains made by students statewide. Although gains could not be calculated for the fourth grade test, the relative performance of Atlanta to Georgia improved from 1980 to 1981.

Reading performance exceeded mathematics performance for students in Atlanta as well as students throughout Georgia in grades 4, 8, and 10. However, the gains in mathematics were greater than the gains in reading.

It is too soon to project the consequences of the tenth grade Basic Skills Test. It is not too soon, however, to note that the performance of students in Atlanta is far below the performance of students statewide. Thus, regardless of the cut-off score which is established, it can be expected to affect a larger proportion of Atlanta students than throughout Georgia.